

**THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE
TOWARDS THE STUDENTS' VOCABULARY MASTERY
AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF
MTs AL-HIDAYAH SRIKUNCORO IN THE
ACADEMIC YEAR OF 2015/2016**

A thesis

Submitted as a Partial Fulfillment of the Requirements for S1-Degree



By

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RADEN INTANLAMPUNG
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ABSTRACT

THE INFLUENCE OF USING FAN-N-PICK TECHNIQUE TOWARDS STUDENTS' VOCABULARY MASTERY AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF MTs AL-HIDAYAH SRIKUNCORO IN THE ACADEMIC YEAR OF 2015/2016

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Vocabulary is the knowledge of meaning of words. Vocabulary is considered to be important as it is hoped that the larger amount of vocabulary acquired by the students, the bigger chance of being successful in learning a language. The objective of this research is to know whether there is a significant influence of using "Fan-N-Pick Technique" toward students' vocabulary mastery at the first semester of the eighth grade of MTs Al-Hidayah Srikuncoro in 2015/2016 academic year.

In this research, the researcher used quasi experimental research by employing control group pre-test and post-test. The researcher took two classes; they were: experimental class and control class. In the quasi experimental class, the researcher used "Fan-N-Pick technique". In the control class the researcher used translation technique. There were three treatments in each class. The sample was taken by using cluster random sampling technique. The sample of the study was class VIIIA and VIIIB of MTs Al-Hidayah Srikuncoro. The numbers of the students were 60 students. They were experimental class that consisted of 30 students and the other is the control class that consisted of 30 students. In collecting the data, the researcher used a test in the form of multiple choice questions that consisted of 20 items for pre-test and post-test after being tried-out with four options a, b, c, and d. After the researcher conducted the treatments, the researcher conducted post-test. Before analyzing the data, the researcher did test for normality and homogeneity to know whether the data had normal distribution and the variance of the data was homogenous or not. The result was the data had normal distribution and the variance of the data was homogenous. Therefore, to analyze the data, the researcher used independent sample t-test.

From the data analysis, it was found that the result of t-test was 3.7. This result then was consulted to the score of $t_{critical}$ (level of significance). In this case the level of significant 0.05 was 1.67. H_0 is refused, if the score of $t_{observed} > t_{critical}$. From the analysis, the score of $t_{observed}$ was greater than $t_{critical}$ ($3.7 > 1.67$). So H_0 refused, in other word, from this research, it was known that Fan-N-Pick can influences the students' vocabulary mastery. So, there is significant influence of using Fan-N-Pick technique towards students' vocabulary mastery.



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DECLARATION

I hereby state this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the thesis.

Bandar Lampung, December 2016

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DEDICATION

I would like to dedicate this thesis for all my beloved people

1. My beloved parents, Sukendar and Tri wahyuni who have already prayed and supported for my success and advised me all the time.
2. My beloved brother, Ahmad Afkar Imam Mudzakar who always cares for my study and motivates me to succeed.
3. My lovely almamater, IAIN Raden Intan Bandar Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Arum Permatasari. She was born in Srikuncoro Semaka Tanggamus on February 18th 1993. She is the first child of Mr.Sukendar and Mrs Triwahyuni. She has one brother. His name is Ahmad Afkar Imam Mudzakar.

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Praise to AllAh SWT for this merciful and blessing that this thesis can be finally completed “The Influence of Using Fan-N-Pick Technique Towards Students’ Vocabulary Mastery at the first semester of the eighth grade of MTs Al-Hidayah Srikuncoro in the Academic Year of 2015/2016. This thesis is also written as a part of the requirement of S-1 Degree in the English Education Study Program IAIN Raden Intan Lampung .

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Finally, nothing is perfect and neither is this thesis. Any correction, comment, criticism for the betterment of this thesis are always open headly welcomed.

Bandar Lampung, December 2016

Reseachar,

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**TARBIYAH AND TEACHER TRAINING FACULTY
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CHAPTER I

INTRODUCTION

A. Background of the problem

Vocabulary is very important for us to use language. It is hard for the students to understand the sentences without mastering vocabulary. Besides that, learning vocabulary is important for the learner, as Wilkins says, “Without grammar very little can be conveyed, without vocabulary nothing can be conveyed”.¹ It means that mastering vocabulary is needed by the students because they will be hard to say something without mastering grammar and without mastering vocabulary there is nothing to say.

The Vocabulary consists of the words that are always used by people for communication. According to Cameron, vocabulary is fundamental to use the foreign language as discourse, since vocabulary is both learnt from participating in discourse, and is essential to participating in it.² She says that when students build vocabulary mastery they can more effectively communicate their ideas, knowledge and voice. If we do not have any vocabularies in certain language, of course we will not be able to speak that language. From the theories above it can be concluded that vocabulary

¹Scot Thornbury. *How to Teach Vocabulary*, (London : Pearson Education Limited, 2002), p.13

²Lynne Cameron, *Teaching Language to young learners*, (Cambridge : Cambridge university press, 2001), p.72

mastery is very important in language but many of students has difficulties to master it.

Based on preliminary research that was conducted by the researcher in MTs Al-Hidayah on September 1st 2015. The English teacher, Mr. Winarko, he said that the most difficult aspect in teaching English to the students is to dealing with the vocabulary. He also stated that the students were not interested to memorize new vocabulary.³ (see Appendix 1) Besides doing an interview with the English teacher, the researcher also talked to some students. The students said that they felt bored because the teacher only asked them to memorize the words. They also said that they did not find any interest in learning vocabulary since the technique used by the teacher is monotonous and uninteractive. Moreover, the students said that they cannot remember the words or the material they have seen and heard. It is because the English teacher dominated the whole teaching learning process and did not give them opportunity to be active in the classroom.⁴ (See Appendix 2)

Based on the preliminary research data that are obtained by the English teacher; most students' vocabulary mastery are still low. From 120 students, only 22% of the students achieve completion while 94 or 78 % students have difficulties in vocabulary mastery. See table 1.

³ An Interview with the English Teacher, Mr. Winarko, on September 1th 2015.

⁴ An Interview with the first semester of eight grade of MTs Al-Hidayah Srikuncoroon September 1th 2015.

Table 1
The Students' Score of Vocabulary of the Eighth Grade at MTsAl- Hidayah
Srikuncoro Semaka Tanggamus 2014 / 2015

NO	Score	Class				Total	Percentage
		VIIIA	VIIIB	VIIIC	VIIID		
2	70	5	8	6	7	26	22%
3	<70	25	22	24	23	94	78%
Total		30	30	30	30	120	100%

Source: document of Students' score of the eighth class at MTs- Al- Hidayah
Srikuncoro Semaka Tanggamus on september 1st 2015.

The English Teacher in MTs Al-Hidayah Srikuncoro said the criteria of minimum mastery (KKM) score for english subject Table 1 show that many students got low score. There are 94 students. Its means that who felt difficulty to master the large number of vocabulary. There are 26 students who passed the test based on criteria of minimum mastery(KKM).(See Appendix 3). From the score of data above the researcher can conclude that the students get the problems in their vocabulary mastery.

In this time, the teachers are suggested to create a suitable technique in teaching and learning process, and it must involve students' motivation in order to avoid their boredom. Besides, the appropriate technique will make the students understand the lesson easily. The researcher realizes that an interesting way of teaching will encourage students to learn vocabulary more easily. The researcher would like to apply technique in teaching vocabulary.

One of the techniques that can be used in learning vocabulary is Fan-N-pick. Fan-N-Pick is technique in cooperative learning and this is one of the strategies that helps

engage all students in the learning process. Fan-N-Pick technique also gives the students new venues to express themselves practice self-control, learn in different ways, and master and retain the lesson they have learned. They have come to realize that learning effectively takes more form than they were introduced before. In Fan-N-Pick, the teacher can make all of students work together in small group and share with their friend, but each student have the responsibility to play a role such as, some students who is fanning the cards give it to another students, then the students read it to the next students and then the next students answer the questions.⁵

This activity will be fun for students in helping them prepare for a future test. Furthermore, students are able to demonstrate good sportsmanship within Fan-N-Pick. Based on the explanation above, the researcher assumed that students should master English, especially in the vocabulary mastery. Therefore, the researcher proposes a research entitled: “The Influence of Fan-N-Pick technique towards students’ vocabulary mastery at the first semester of the eighth Grade of MTsAl-hidayah Srikuncoro in 2015/2016 Academic year”.

B. Identification of the problem

Based on the description above, the researcher identified the problems as follows:

1. The students have limited vocabulary.
2. The students find difficulties in mastering vocabulary.

⁵Spencer Kagan and Migual Kagan, *cooperative learning*, (New york : Kagan publishing, 2009), p.18

3. The students are not interested in the technique used by the English teacher in teaching vocabulary.

C. Limitation of the problem

The researcher limited the problems in this research by focusing on the influence of Fan-N-Pick technique towards students' vocabulary mastery in noun, consist of single word, compound word and complex word at the first semester of the eighth grade of MTs Al-Hidayah Srikuncoro in 2015/2016 Academic years.

D. Formulation of the problem

Based on identification and limitation of the problem above, the researcher formulated the following problem: is there any significant influence of using fan-N-pick technique towards students' vocabulary mastery at the first semester of the Eighth class of MTs Al-Hidayah Srikuncoro 2015/2016 academic year?

E. Objective of the research

The objective of the research is to find out whether there is significant influence of Fan-N-pick technique towards students' vocabulary mastery at the firstsemester of the Eighth grade of MTs Al-Hidayah Srikuncoro.

F. Uses of the research

1. Theoretically, the result of the research is expected to be used to support the theory which will explain in the next chapter about the influence of using Fan-N-Pick technique towards students' vocabulary mastery in the eighth

grade of junior high school.

2. Practically, the result of the research may become new information for English teacher about the influence of using Fan-N-Pick Technique towards students' vocabulary and also give information for further research.

G. Scope of Research

The scope of the research is as follows:

1. Subject of the research

The subject of this research was the students of Eighth grade of MTs Al-Hidayah Srikuncoro.

2. Object of the Research

The object of the research was the use of Fan-N-pick technique towards students' vocabulary mastery at the first semester of the Eighth grade of MTs Al-Hidayah Srikuncoro in 2015/2016 Academic Year.

3. Place of The research.

The research was conducted at MTs Al-Hidayah Srikuncoro.

4. Time of Research

The research was conducted at the first semester in 2015/2016 academic year.

CHAPTER II

FRAME OF THEORY, FRAME OF THINKING AND HYPOTHESIS

A. Frame of Theory

1. Concept of Vocabulary

Vocabulary is the vital aspect of the language”.¹ Vocabulary is the basic knowledge in learning language and has important role in communication. Vocabulary can help the students in speaking, writing, listening and reading. By having enough vocabulary there is not difficulty in comprehending the text and impressing ideas in speaking and writing, learning language cannot be separated from learning its vocabulary because vocabulary is a part of language, which plays an important role in learning a language.

Vocabulary is the set of words for which we know the meanings when we speak or read orally and the set of words also that an individual can use when writing². In order to be able to communicate in English, the students will master adequate personal English vocabularies that cover their needs for communication in real life situation. “vocabulary is a bank of number of words in a langue or list of words with their meanings³.” The statement above has explained that vocabulary is the total number of words whose meaning of those words must be understood and organize the

¹ Wallence, Michael J., *Teaching Vocabulary*, (London: Education Books,1988), p.9

²Elfrida.H. Hiebert and Michael L. Kamil.*Teaching and Learning Vocabulary, Bringing Research to Practice*, (New Jersey : Mahwa Publisher, 2005).p.10

³ Webster. *The New Webster Dictionary of Current English*, (New York. Oxford University Press.1993).p.23

words of a language is by the use of rules. So, it is clear that vocabulary must exist in a language. One cannot express her or his ideas, nor can receive information without vocabulary.

According to Thornbury the importance of vocabulary in language learning. “If you spend most of your time studying grammar, your English will not improve much. You will see most improvement if you learn more words and expression. You can see little with grammar, but you can say almost anything with words.”⁴

It means that people cannot increase much if they only spend lots of time for learning grammar. They can increase their English if they study more in words and expression. People can see what people say by looking the grammar, but they almost can speak everything using words.

While According to Fries, vocabulary is the essential area of language learning.⁵ Therefore, students must learn vocabulary well, so, they are able to master the language. By mastering a great number of vocabularies, the students can learn foreign language easier.

2. Concept of Vocabulary Mastery

In learning a new language, Vocabulary is one of the crucial language components that language learners have to master. According to Napa, vocabulary is one of the

⁴Scot Thornbury, *How to Teach Vocabulary*, (England : longman), 2002, P.13

⁵ Fries, C. C, *Teaching and Learning English as a Foreign Language*, (New York: The University of Michigan Press:2000), P.38

language components and that no language exists without words. Through this idea we can infer that the more words we learn, the more ideas we could have, so we can communicate the ideas more effectively. Through vocabulary, people can exchange their thoughts and ideas.⁶ It is clear that vocabulary has an important function in making up language in communication, either in the form of written and spoken.

Mastery is a term that all educators use and believe they understand well or simply reaching a certain level of understanding of particular content. Whereas competence represent the ability to apply what has been mastered. Mastery as “comprehensive knowledge or skill in a particular subject or activity.” In other words, mastery is a construct that cannot be observed directly but can be inferred from observable performance on a set of items or tasks related to a particular concept, skill, or subject.⁷ In other source, from dictionary, mastery refers to having great skill at something or total dominance over something. Vocabulary and mastery are part of set in learning vocabulary, mastery is clearly shown by learners’ ability in expressing vocabulary that known with undestanding.

From the theory above, the researcher assumes that Vocabulary mastery is the competence knowledge of a list or a set of words that make up a language which might be will use by particular person, class, or profession. Vocabulary mastery means mastering the meaning and the ways to use them in context.

⁶Napa, A.P, *Vocabulary Development skills*, (Yogyakarta : kanisus, 1991), p.6.

⁷Thomas R. Guskey, Eric M.Anderman, Educational Leadership “*In Search Of A Useful Definition Of Mastery*”. (San Francisco:longman,2003),p.31

3. Kind of Vocabulary

There are some types of vocabulary in English, Fries classifies English words into four groups namely:⁸

- a. Noun is a word (or group of words) that is the name of the person, a place, a thing or activity or quality or idea; noun can be used as subject of a verb.⁹ According to Frank, based on the meaning, noun can be classified into five types,¹⁰ proper noun (*Independence Day, American, Jakarta, Mr. Kevin Jones*), concrete nouns (*owl, cab and box*), abstract noun (*happiness, beauty*), countable noun (*plates, bowls*), uncountable noun (*salt, dust*), and collective noun (*group, class, crew*). Here are the examples of those above types:

Jakarta is the capital city of Indonesia. (*Jakarta* is proper noun)

I saw an *owl* on the roof of your house. (*owl* is concrete noun)

Her *happiness* can make me smile. (*happiness* is abstract noun)

My mom asked me to wash some *plates*. (*plates* is countable noun)

- b. Verbs, the name of action done by someone or by things. Frank, mentions that verbs can be classified into five types.¹¹ Those are the predicative or linking verb (*be, seem, look*), transitive verbs (*see, eat*), intransitive verbs (*sleep, walk*), reflective verbs (*express oneself, wash oneself*), auxiliary verbs (*be, am, is*), and finite and infinite verbs, for examples:

⁸*Ibid*, P.45

⁹ Jeremy Harmer, *How to Teach English*, (England : Longman:2001), p.37

¹⁰ Garrow Frank, *The Learning Game, Strategies For Secondary Teacher*, (Merril Publishing Company: Ohio Charles 2003), p.6

¹¹*Ibid*, p.47

I *see* Anna every Sunday in the garden. (*see* is transitive verbs)

She *sleeps* in the class. (*sleeps* is intransitive verbs)

Brandon *is* the best dancer. (*is* is auxiliary verbs)

- c. Adjective, the name of qualities of the things. Frank categorizes the types of adjectives into : determiners (*the, a, an*), demonstrative adjectives (*this, that*), possessive adjectives (*your, my, the boy's*), numeral adjective (*three, sixty, second, eleventh*), adjective of indefinite quantity (*some, few*), relative and interrogative adjective (*whose, which*), descriptive adjectives (*a Catholic Church, a French Dish*), participle adjective (*an interesting game, a bored student*), and adjective compounds (*a never-to-be-forgotten plot, a good-looking guy, absent-minded, a wall-to-wall carpet*).¹² Here are the examples of above types:

He makes a cake for *Icha's birthday*. (*Icha's birthday* is possessive adjectives)

She wants to make *her parents* proud. (*her parents* is possessive adjectives)

Super Mario is *an interesting game*. (*an interesting game* is participle adjective)

- d. Adverbs, the way of action done. Frank summarizes the category of the adverbs into five, adverbs of manner (*loudly, freely*), adverbs of place (*inside,*

¹²*Ibid*, P.109

there), adverbs of time (*next month, last week*), adverbs of frequency (*often, seldom*) and adverbs of degree (*completely, very*)¹³e.g:

You can draw everything *freely*. (*freely* is adverbs of manner)

He puts some lotteries *inside* the box. (*inside* is adverbs of place)

I will visit my grandmother *next month*. (*next month* is adverbs of time)

Based on statement above, the researcher concludes that central to the learning and stage in foreign language is vocabulary and by having adequate vocabulary mastery we can get improve knowledge of words. The role of the teacher is very important to guide the students to learn new vocabularies. Therefore, the teacher must prepare and select the vocabulary material appropriately. The teacher must know vocabulary would be presented relating to the teaching learning process of vocabulary.

Vocabulary should be mastered in language learning, especially in teaching learning English as a foreign language, because vocabulary can present or explain in all kinds of activities. In this research, the researcher will focus in teaching word that appropriate with the English book for SMP, it is noun.

The noun is one of the most important parts of speech. Its arrangements with the verb help to form the sentence core which is essential to every complete sentence. In addition, it may function as the chief or “head” word in many structures of modification. Therefore the focuses of noun consist of single word, compound word, and complex words including about: occupation, place, animal.

¹³ Ibid, P.148

4. Concept of Noun

Noun is a word (or group of words) that is the name of a person, a place, a thing or activity or a quality or idea; noun can be used as the subject or object of verb.¹⁴ It consist of single word, complex word, and compound word.¹⁵ Here is the detail description;

1. Single word (simple) is word whose root cannot be morphologically analyzed, for example: book, chair, stone.
2. Complex word is word which is form by a simple word added with certain augmentation, in the form or prefix or suffix, for example: hopeful, friendly, lovely.
3. Compound word represents the word yielded with combination of two words or more to forming new word, for example: boyfriend, blackboard.

a. Type of Nouns

There are five kinds of noun, they are: Proper Noun, Common Noun, Countable Noun, Uncountable noun, Collective Noun and Abstract Noun.¹⁶

1) Proper Nouns

A proper noun begins with a capital letter in writing. It includes:

- a) personal name (Mr. John Smith);

¹⁴Jeremy Harmer, *Op.cit* 34

¹⁵Jhon Lycon, *Language and linguistics*, (Cambridge: Cambridge University press, 1999),p.18

¹⁶Marcella frank, *modern English*, (Englewood Cliffs. New jersey, 2001), p.6

- b) names of geographic units such as countries, cities, rivers, etc. (Holland
Paris);
- c) Names of nationalities and religions (Dutchman, Christianity);
- d) Names of holidays (Easter, Thanksgiving day);
- e) Names of time units (Saturday, June);

2) Common Nouns

A common noun is a noun referring to a person, place, or thing in a general sense usually, you should write it with a capital letter only when it begins a sentence. A common noun is the opposite of a proper noun. Example: teacher, book, plane, mountain.

3) Abstract Nouns

Abstract noun is a word for a physical object that can be perceived. We can see, touch, smell, the object (flower, girl). An abstract noun is a word for a concept. It is an idea that exists in our minds only (beauty, justice, mankind).

4) Countable Nouns

A countable noun (or count noun) is a noun with both singular and a plural form, and it names anything (or anyone) that you can count. You can make a countable noun plural and attach it to a plural verb in a sentence. Countable nouns are the opposite of noun-countable nouns and collective nouns. Example: a river, a chair, an apple, a book, a pen.

5) Non-countable Nouns

A noun-countable noun (or mass noun) is a noun which does not have a plural form, and which refers to something that you could (or would) not usually count. A noun-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns. Example: coffee, sugar, water, air, oil, paper.

6) Collective Noun

A collective noun is a word for a group of people, animals or objects considered as a single unit. Example of collective nouns are audience, committee, class, crew, crowd, enemy, faculty, family, flock, folk, government, group, herd, jury, majority, minority, nation, orchestra, press, public, team.

Based on theory of noun above in this research the researcher will uses proper noun and common noun.

5. Concept of Fan-N-Pick Technique

Fan-N-Pick is new technique in cooperative learning and this is one of the strategies that helps engage all students in the learning process. In Fan-N-Pick, the teacher can make all of students work together in small group and share with their friend, but each student have the responsibility to play a role such as, some students who is

fanning the cards give it to another students, then the students read it to the next students and then the next students answer the questions.¹⁷

Fan-N-Pick technique also gives the students new venues to express themselves practice self-control, learn in different ways, and master and retain the lesson they have learned. They have come to realize that learning effectively takes more form than they were introduced before. From the explanation above, it can be said that Fan-N-pick technique an interesting method to teach vocabulary in classroom.

6. Procedure of Teaching Vocabulary using Fan-N-Pick Technique

The following is the procedure of teaching Vocabulary by using Fan-N-Pick Technique:

1. The first stage is opening
 - a) The teacher prepares the students to study, after gaining the student's attention.
 - b) The teacher asks the students some questions that relates to the topic for warming up.
 - c) The teacher tell them what they are going to do.
2. The second stage is whilst activity
 - a) The teacher gives explanation about Fan-N-Pick technique.
 - b) The teacher asks the students to make a group and each group consists Three students.

¹⁷Spencer Kagan, Migual Kagan, *cooperative learning*, (Ca:Kagan publishing, 2009), p.18

- c) The teacher gives 12 cards to each group.
- d) The Display of Fan-N-pick Technique
 - a) In Fan-N-pick technique had to guess based on the clues in card question, so the students needed to full concentration in answering the question.
 - b) A pack of question cards are given to the students who are in teams of 3.
 - c) Student A shuffles the cards and fans them out, with the questions facing them.
 - d) StudentB picks a card and reads it out aloud.
 - e) StudentC answers the question.
 - f) Students A and B Praise if answer is correct or coach learner C until they can answer the question correctly
 - g) The cards are rotated clockwise after each question so that learners take it in turn to be A, B and C¹⁸

3. The third stage is post activity

- a) The teacher checks students' vocabulary for the second time by giving some questions to the students.
- b) The students answers the question.
- c) Finally the teacher concludes the material.

¹⁸Ibid, p.12

7. Advantages and Disadvantages of Fan-N-Pick Technique

a. The Advantages of Fan-N-Pick

- 1) The students are more active in learning activity.
- 2) It is possible for each of the members to share their idea.
- 3) The students will get a lot of vocabularies.¹⁹

b. The Disadvantages of Fan-N-Pick technique

- 1) It is difficult to know whether students can solve problems in intellectual or team work.
- 2) It takes a long time during the process.²⁰

8. Concept of Translation Technique

Translation is one of activity where someone change one language to another language. According to Effendi translation is the process of transforming message from one language (source of language) into another (target language).⁸ Concerning the definition of translation above, the researcher inferred that translation was the giving of the closest meaning or natural equivalent of the words, phrases, and sentences of one language (source language) into another language whether in spoken or written forms.

9. Procedure of Teaching Vocabulary Through Translation Technique

According to Bambang Setiayadi, teaching vocabulary using translation technique

¹⁹ [Http://www.gifted.uncomedu/jurnal/rbdmg](http://www.gifted.uncomedu/jurnal/rbdmg) 106.pdf

²⁰ http://www.kaganonline.com/download/Cooperative_Learning_2-Day.pdf

can be done by implementing the following procedure:

1. Classes are taught in the mother tongue, with little active use of the target language (English)
2. Much vocabulary is taught in the form of lists of isolated words.
3. Students translate the list of isolated words from the target language to their mother tongue.
4. The teacher asks students in their native language if they have any question, students ask question and the teacher answers the questions in their native language.
5. Students memorize vocabulary.²¹

10. Advantages and Disadvantages of Translation Technique

a. The Advantages of Translation Technique

1. The easiest way of explaining meanings or words.
2. We can identify if our spelling is correct.
3. There's plenty versions of dictionaries.

b. The Disadvantages of Translation Technique

1. The words in the dictionary is not complete.
2. We will spend a lot of time looking for words although it is arranged in alphabetical order
3. limited words in there.

²¹ Ag. Bambang Setiyadi. 2006. *Teaching English as a Foreign Language* (Graha Ilmu, Yogyakarta)p.36

4. every dictionary says a different thing
5. they are really boring and melt your brain²²

11. Concept of Teaching Vocabulary using Fan-N-Pick Technique.

Teaching is facilitating learning, enabling the learners to learn, setting the condition for learning and showing and helping someone to learn how to do something. Teaching also means giving instructions, guiding in study of something, proving with knowledge, causing to know or understand. Therefore, it can be said that teaching is a process that should be done by the teacher, based on the experiences, knowledge, and materials. However, to achieve the goal of teaching English, there should be skillful, creative and innovative teachers. These teachers surely need media, or other facilities which can support them in achieving the goal. In other words, teaching techniques play an important role in teaching learning process. In addition, the teaching techniques are suggested to be interesting and appropriate for students as well.

Hatch and Brown describe five essential steps in vocabulary learning based on research into learners' strategies:

1. Having sources for encountering new words
2. Getting a clear image, whether visual or auditory or both, for the forms of the new words.
3. Learning the meaning of the words.

²² <http://www.saching.com/Articles/The-Advantages-of-Translation-4629.html> Monday, 03 April 2016. 11:15

4. Making a strong memory connection between the forms and meaning of the words.
5. Using the word.²³

Teaching should be fun and natural for the students. In order for them to be successful in learning the target language, there must be the absence of stress. It is commonly believed that the environment of the foreign language learning often causes stress and anxiety. The students are believed not to learn language forms directly; commands are believed to be helpful for children to interpret meanings. This activity is believed to liberate self-conscious and stressful situation.

It is expected that the teacher has to find the new technique of teaching English. The teaching technique will be interesting for the students' progress, but the English teacher only applies the conventional technique. So, the teacher has to apply the interesting technique and teaching aids. Those things will help the students in mastering vocabularies. To solve the problems, the writer finds out one of the techniques in cooperative learning method which is Fan-N-Pick.

B. Frame of Thinking

Vocabulary has been useful to someone when to speak in language, why if the people sometimes troubles speaks actually in English, maybe the factor is less of vocabulary master. The students can increase if they in words and expression. Therefore, a

²³Douglash and Brown. *Teaching by Principles An Interaction Approach to Language pedagogy* (New Jersey: Prentice Hall) p. 372

sufficient vocabulary is needed in order to master a language, to use it as a tool in communication. In teaching vocabulary teacher should give chance to the students to be active and the teacher must increase and made the students be fun and natural when learned vocabulary because vocabulary is not easy for the students to remember. The technique of teaching is one factor that determined the success in teaching and learning process.

Based on the statement above, the researcher assumes that Fan-N-Pick is an appropriate technique to improve the students' vocabulary mastery. In addition, teaching vocabulary thought Fan-N-Pick technique make the students interested, fun, and enjoyable to learn English, and also to motivate the students to be able to master in vocabulary and also can to speak English well. The students can work together in small group and share with their friends to guess on the clues in question cards. Furthermore, Fan-N-pick technique make the students feel happy and fun because the display of the card is interesting and the students can enjoy the class when they learn vocabulary because they will not feel nervous using Fan-N-Pick Technique. Therefore, the students will understand more the meaning of the word. Fan-N-Pick technique is a good technique to teaching students' vocabulary by applying this technique students' vocabulary will be increase.

C. The Hypothesis

Based on the frame of thinking above, the researcher formulated the hypotheses as follows:

H_a: There is a significant influence of using Fan-N-Pick technique towards students' vocabulary mastery at the eighth grade of MTS Al-hidayah Srikuncoro Semaka Tanggamus In the first semester of 2015/2016 Academic Year

H_o: There is no significant influence of using Fan-N-Pick technique towards students' vocabulary mastery at the eighth grade of MTS Al-hidayah Srikuncoro Semaka Tanggamus In the first semester of 2015/2016 Academic Year

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting the research, the researcher applied quasi experimental pre-test and post test control group design. Quasi experimental design is a research design that inculde assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.¹ It means that we do not have the opportunity for random assignment of students to special groups in different conditions. It means that in quasi experimental research the researcher does not randomly assign the students. The researcher assigned the sample by taking randomly the class of the students, so it would not disrupt the classroom learning.

The common term for this type of group of participants is intact. For that, the researcher choosed two classes, one as control class and the other as the experimental class. The research design could be presented as follows:

$$\begin{array}{lcl} G_1 & = & T1 \quad X \quad T2 \\ G_2 & = & T1 \quad O \quad T2 \end{array}$$

Note:

G_1 = Group one (experimental class)

G_2 = Group two (control class)

¹ Jhon W. Cresswell, *Educational Research; Planning and conducting Quantitative and Qualitative Research* (Boston: Pearson, 2012), p.309.

T_1 = Pre-test
 T_2 = Post-test
 X = treatment by using Fan-N-Pick Technique
 O = treatment by using translation Technique.²

In this research, the students were given pre-test to know their basic skill in vocabulary mastery. The result of the pre-test were used to indicate students' vocabulary to measure their previous ability before treatment (X). At the end of the research, students were given post-test in order to know their achievement after the treatment using Fan-N-Pick technique.

B. Variable of The Research

A variable is a characteristic or attribute of an individual or an organization that a researcher can measure or observe and varies among individuals or organization studied.³ There are two variables in research namely: independent variable and dependent variable. Independent variable is the major variable which is investigated. It is the variable that is selected, manipulated and measured in the research. While the dependent variable is the variable which is observed and measured to determine the effect of the independent variable.

In this research, there are two variables namely:

1. The independent variable of the research is the use of Fan-N-Pick technique (X)
2. The dependent variable of the research is the students' vocabulary mastery (Y)

² Bambang Setiyadi, *Metode Penelitian untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Graha Ilmu: Yogyakarta, 2006), p.142

³ *Ibid.* p.112.

C. Operational Definition of Variable

The operational definition of variable is the characteristic of variable used in investigation the research. The operational definition of variables in this research, there are:

1. Independent Variable (X)

Fan-N-Pick is new technique in cooperative learning and this is one of the technique that helps engage all students in the learning process. In Fan-N-Pick, the teacher can make all of students work together in small group and share with their friend, but each student have the responsibility to play a role such as, some students who is fanning the cards give it to another students, then the students read it to the next students and then the next students answer the questions

2. Dependent Variable (Y)

Vocabulary mastery is the students' ability to use or to understand the properties of words in English including noun, consist of single word, compound word and complex word by themes animal, place and bulding, and occupation.

D. Population, Sample and Sampling Technique

1. Population

A population is a group of individuals who have the same characteristic.⁴ The populations of the research is all the eighth grade students at MTs Al-Hidayah Srikuncoro at the first semester in the academic year of 2015/2016. The total number

⁴*Ibid.* p.142.

of all the students is 120 students that consisted of 4 classes. Based on the statement above, all the classes is the population in this research. The total number of the students at the eighth grade of MTs Al-Hidayah Srikuncoro in the academic year of 2015/2016 can be seen from the table below:

Table 2
The Population at the Eighth Grade of MTs Al- Hidayah Srikuncoro Semaka
Tanggamus 2015 / 2016 academic year

No	Class	Gender		Number
		Male	Female	
1	VIIIA	9	21	30
2	VIIIB	9	21	30
3	VIIIC	6	24	30
4	VIIID	10	20	30
The total number of students		34	86	120

Source : English teacher at MTs Al- Hidayah Srikuncoro Semaka Tanggamus.

2. Research

Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target populations.⁵ It can be elaborated that sample is a group of individuals as a part of population which is chosen as representative data of the whole population. From the population above, the researcher took one class as experimental class and the other class as control class.

⁵*Ibid.* p. 142.

3. Sampling Technique

In choosing the experimental class and the control class, the researcher used cluster random sampling. Cluster random sampling is a probability sampling technique that randomly selects and uses whole naturally occurring groups such as intact classrooms or entire voting precincts as samples (cluster).⁶ In cluster sampling, researchers randomly select naturally occurring group, or clusters, from a population; then they use as the sample all individuals within the selected cluster.⁷

The step in determining the experimental class and control class is the classes were choosed randomly using lottery. In this research, the researcher uses small pieces of rolled paper where there are the names of each class on it. The researcher provided 4 pieces of paper that each paper contains all of eighth grade. Those small piece of rolled paper were put into a bottle, the the bottle is shaken and after that the researcher taken two pieces of rolled paper. The first rolled paper came out was VIII B as the experimental class and the second was VIII as the control class.

E. Data Collecting Technique

In this research, the researcher used objective test, consist of 40 items of multiple choice questions with 4 options (a,b,c and d). some test were conducted to collect the data are:

⁶ Donald Ary, Lucy Chaser Jacobs, and Chris Sorensen, *Introduction Research in Education Eighth Edition* (Belmont: Wedsworth, 2010), p. 637

⁷*Ibid.* p.192.

1. Pre-test

The researcher gave pre-test to the students before giving the treatments in order to know the basic of students' vocabulary mastery before treatment and also students' means score.

2. Post test

The researcher gave post-test to the students after giving the treatment. It was administered after treatment to know the result of students' vocabulary mastery after they are taught by using Fan-N-Pick Technique.

F. Instrument of the Research

In this resarch, the researher used test in the form of multiple choice questions (MCQ) as a tool to know students' vocabulary mastey of noun consist of single word, compound word, and complex word including theme about: occupation, place, animal. The researcher made two instruments; pre-test and post test. Before the tests were administered, they were tried out to students who are out of sample of the research.

The instruments of pre-test and post-test were 40 items of vocabulary test in multiple –choices. Before the research was conducted, prepared the instruments in form of multiple choice questions for pre-test and post-test. The total question of each test were 40 items. Becouse the multiple choice test is one kind of objective test. So the researcher gave 1 score to the correct answer and 0 scor to the incorrect answer. Thus the researcher got the maximum score 100 and the maximum score 0.

Table 3
Table of Specification of Test for Pre-test and Post-test before Validity

Subject	Theme	Odd	Even	Total	Distribution	
					Odd	Even
Single word	Animal	4	4	8	1,3,5,7	2,4,6,8
	Place and building	3	3	6	9,11,13	10,12,14
	Occupation	2	1	3	15,17	16
Compound word	Animal	1	1	2	19	18
	Place and Building	5	5	10	21,23,25,27,29	20,22,24,26,28
	Occupation	2	2	4	31,33	30,32
Complex word	Animal	1	1	2	35	34
	Place and building	1	1	2	37	36
	Occupation	1	2	3	39	38, 40
Total		20	20	40	20	20
		40			40	

Based on the table above above, it can be concluded that there are 40 questions for tryout test. They are 20 odd questions and 20 even questions. In single word by theme animal there are 4 odd questions and 4 even questions. The total is 8 questions. In odd questions, number 1,3,5,7 and in even question, number 2,4,6,8. Then, single word by theme about place and building there are 3 odd questions and 3 even questions. The total 6 questions. Odd questions in number 9,11,13 and in even questions, number 10,12,14. And then, single word by theme about occupation there are 2 odd questions and 1 even questions. The total is 3. Odd questions in number, 15,17 and in even question in number 16.

In compound word word by theme about animal there is 1 odd questions and 1 even question. The total is 2 questions. In odd questions, number 19 and in even

questions, number 18. Then, compound word by theme about place and building there are 5 questions in odd and 4 questions in even. The total 9 questions. In odd questions, number 21,23,25,27,29, and in even questions, number 22,24,26,28. Then, compound word by theme about occupation there are 2 in odd questions, and 2 in even questions. The total questions are 4. In odd questions, number 31,33, and in even questions, number 30,32.

In complex word by theme about animal there is 1 in odd question, and 1 in even question. In odd questions, number 35, and in even questions, number 34. Then, complex word by theme about place and building there is 1 in odd question, and 1 in even question. In odd question, number 37, and in even question 36. Then, the last complex word by theme about occupation there are 1 in odd question, and 2 in even questions. In odd question, number 39, and in even questions, number 38,40.

Table 4
Table of Specification of Test for Pre-tes After Validity

Subject	Theme	Odd	Even	Total	Distribution	
					Odd	Even
Single word	Animal	3		3	1,5,7	
	Place and building	2	1	3	9,11	14
	Occupation	2		2	15,17	
Compound word	Animal		1	1		18
	Place and Building	1	2	3	25	26,28
	Occupation	1	2	3	33	30,32
Complex word	Animal	1	1	2	35	34
	Place and building	1		1	37	
	Occupation		2	2		38,40
Total		11	9	21	11	19
		20			20	

Based on table above, it can be concluded that there were 20 question after validity. They are 11 odd question and 9 even question. In single word by theme animal there are 3 odd questions. The total is 3 questions. In odd questions, number 1, 5 ,7 and in even question. Then, single word by theme about place and building there are 2 odd questions and 1 in even questions. The total 3 questions. Odd questions in number 9,11 and 14 in even questions. And then, single word by theme about occupation there are 2 odd questions. The total is 2. Odd questions in number, 15,17.

In compound word word by theme about animal there is 1 even question. The total is 1 questions. in even questions, number 18. Then, compound word by theme about place and building there are 1 questions in odd and 2 questions in even. The total 3 questions. In odd questions, number 25, and in even questions, number 26,28. Then, compound word by theme about occupation 1 in odd questions, and 2 in even questions. The total questions are 3. and in even questions, number 30,32.

In complex word by theme about animal there is 1 in odd question, and 1 in even question. Number 35 odd questions, and in even questions, number 34. Then, complex word by theme about place and building there is 1 in odd question. In odd question, number 37. Then, the last complex word by theme about occupation there are 2 in even questions. in even questions, number 38,40.

Table 5
Table of Specification of Test for Post-test After Validity

Subject	Theme	Odd	Even	Total	Distribution	
					Odd	Even
Single word	Animal	3		3	1,5,7	
	Place and building	2	1	3	9,11	14
	Occupation	2		2	15, 17	
Compound word	Animal		1	1		18
	Place and Building	1	2	3	25	26, 28,
	Occupation	1	2	3	33	30, 32
Complex word	Animal	1	1	2	35	34
	Place and building	1		1	37	
	Occupation		2	2		38,40
Total		11	9	20	11	9
		20			20	

In single word by theme animal there are 3 odd questions. The total is 3 questions. In odd questions, number 1, 5, 7. Then, single word by theme about place and building there are 2 odd questions and 1 in even questions. The total 3 questions. Odd questions in number 9,11 and number 14 in even questions. And then, single word by theme about occupation there are 2 odd questions. The total is 2. Odd questions in number, 15,17.

In compound word word by theme about animal there is 1 in even question. The total is 1. Even questions in number 18. Then, compound word by theme about place and building there are 1 questions in odd and 2 questions in even. The total 3 questions. In odd questions, number 25, and in even questions, number 26, 28. Then, compound word by theme about occupation 1 in odd questions, and 2 in even

questions. The total questions are 3. In odd questions number 33 and in even questions, number 30, 32.

In complex word by theme about animal there is 1 in odd question, and 1 in even question. 35 In odd questions, and 34 single in even questions. Then, complex word by theme about place and building there is 1 in odd question. In odd question, number 37. Then, the last complex word by theme about occupation there are 2 in even questions. and in even questions number 38, 40.

G. Procedures of The Research

There are three steps that done in the research procedure, they are:

1. Planning

Before the researcher applies the research procedure, the researcher made some plannings to run well, there are some steps that planned by the researcher. The procedure of this research will be as follows:

a. Determining the subject

The researcher determined the subject. In this case the researcher choose the eighth grade of MTs Al-Hidayah Srikuncoro as the subject of the research, one class as experimental class and the other one as the control class.

b. Preparing the try-out

The researcher prepared a kind of test (called try out) that given to the students out of the sample of the research. The researcher prepared try out test for pre-test

and post-test. The total number of test will be 40 items. Then the researcher will evaluate the test items to get good items in pre-test and pos-test.

c. Preparing the pre-test

The researcher prepared pre-test that given to the students. The pre-test given was based on the questions selected in the try out.

d. Determining the material to be taught

The researcher determined the material that is taught to the students, the material is vocabulary. In the form of single word, compound word, and complex word with the themes of animal, place and bulding, occupation.

e. Preparing the post-test

Theresearcher prepared the post-test that was given to know the students' vocabulary mastery after given the treatment.

2. Application

After making the planning, the researcher tried to applied the research procedure that had been already planned. There are some steps in doing this research:

a. The researcher gave try out

The researcher gave try out the researcher gave try out on 12th October, 2015 to students of the sample. This test is multiple choice that consists of 40 items with 4 options (a,b,c and d).

- b. The researcher gave pre-test

The test is multiple choice with 4 options (a, b, c and d). The total number of test items were determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items were used in the pre-test.

- c. After giving the pre-test to the students,

The researcher conducted three treatments in the control class and the experiment class. In the experiment class, the researcher conducted the treatment through fan-n-pick technique. While in the control class, the researcher conducted the treatment through ordinary technique (translation technique).

- d. In the last meeting, the researcher gave post-test

The test is multiple choice with 4 option (a,b,c and d). the total number of the test items was determined by the validity and reliability analysis of the try out. It means that only the valid and reliable test items were used in the post-test.

3. Reporting

The last point in this research procedure is reporting. There are steps in the reporting.

The steps is will as follows:

- a. Analyzing the data that received from try out test,
- b. Analyzing the data that received from the pre-test and the post-test,
- c. Making the report on the findings.

4. Scoring System

Before getting the score, the researcher determined the procedure to be used in scoring the student's work. In order to do that, the researcher used Arikunto's formula.⁸

The ideal highest score is 100. The score of pre-test and post-test were calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

Notes:

S = The score of the test
R = The total of the right answer
N = The total item

H. Validity and Reliability of the test

To know whether the test is good or not, some criteria should be considered. The test should have validity and reliability.

1. Validity of Test

The validity is an important quality of any test. It is a condition in which test can measure what is supposed to be measured. According to Arikunto "validity is measurement and a valid instrument has a high validity".⁹ To measure that the test has good validity, there are three basic types of validity; content validity, construct validity and internal validity.

⁸Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara. 2013), P.272.

⁹ Suharsimi Arikunto, *Procedure Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2010), p. 211.

a. Content Validity

Best and Kahn say that content validity refers to the degree to which the test actually measures or is specifically related to the traits for which it was design, content, validity is based upon the careful examination of course textbooks, syllabus, objectives, and the judgments of subject matter specialists.¹⁰ It means that content validity is the level validity of the instrument that can be taken from course textbooks, syllabus, objectives, and the judgments of subject matter specialists. To get content validity, the test adapted with the textbook and based on the syllabus for the Eighth grade of MTS Al-Hidayah Srikuncoro. (See Appendix 25)

b. Construct Validity

Best and Kahn say that construct validity is the degree to which scores on a test can be accounted for by explanatory construct of sound theory.¹¹ It means that construct validity is showing the measurement used contained correct operation definite, which was based on the theoritical concept. To make sure, the researcher consulted to the Expert Mr. Iwan Kurniawan M.Pd. for determining whether the test has obtained construct validity or not.

The researcher did construct valiidity by consulting to the Expert Mr. Iwan Kurniawan M.Pd on 9th October, 2015. After the Expert analyzed the instruments and he concerned that the instruments were valid and he said that it needed to give a

¹⁰ John W. Best and James V. Kahn, *Research in Education* (7th ed) (New Delhi, PrenticeHall, 1995), p. 219

¹¹ *Ibid*,p.219

few minute for the validation of the istrument based on the content of vocabulary test. The result of validation for vocabulary test is suitable with the content of vocabulary test and the instrument of the test had agreement. (See Appendix 5)

c. Internal validity

An instrument has internal validity if every single instrument supports the mission holistically. To know the validity, the researcher used point Biserial Correlation formula as follows :

$$R_{pbis} = \frac{(M_p - M_t)}{SD_t} = \sqrt{\frac{P}{q}}$$

Where :

R_{pbis} = Coefisient of validity item

M_p = The average score of the right answer

M_t =The average of total score

SD_t =Standar Deviation

P =Proportional of the students who get true answer

Q = Proportional of the students who get wrong answer.¹²

To get internal validity the researcher used Point Biserial correlation formula. In using this formula the researcher did until 3 steps. The aim was to find the valid of the test items that can be used to collect the data of the research. In the first step of pre-test try out, there were 17 items considered invalid. They were the items number 2, 3, 4, 8, 10, 12, 16, 19, 20, 21, 22, 23, 24, 27, 29, 31, dan 36. After dropping those

¹²Anas Sudijono, *Pengantar Statistik Pendidikan*. (jakarta: Rajawali pers. 2012.), p.258.

invalid items, the researcher did the second step of pre-test try out calculation. In this step 3 items were found invalid. They were 6, 13 and 39 the items number. Then, the researcher came to the third step and found no single item which was considered invalid. Finally the total valid items in pretest try out were 20 items. (See appendices 6,7 and 8)

While in the first step of the post-test try out, there were 17 items considered invalid. They were the items number 4, 5, 7, 12, 13, 14, 17, 18, 22, 27, 29, 30, 31, 33, 34, 38, dan 40. After dropping those invalid items, the researcher did the second step of post-test try out calculation. In this step 3 items were found invalid. They were the items number 2, 8, dan 19. Then, the researcher came to the third step and found no single item which was considered invalid. Finally the total valid items in post-test try out were 20 items. (See Appendices 9, 10 and 11).

2. Reliability of Test

Reliability refers to the consistency of test scores. Besides having high validity, a good test should have high reliability too.

Alpha formula will be used to know reliability of test K- R.20.¹³

$$R11 = \left(\frac{k}{k-1} \right) - \left(\frac{S2 - \sum pq}{S2} \right)$$

- R11** = The reliability coefficient of items
k = The number of item in the test
p = The proportion of the students who give answer the item 1
q = 1-p
 $\sum pq$ = Sum of p time q
 S^2 = Variance of the total score

¹³ Sugiono, *Op Cit.* p. 132.

The criteria of reliability test are :

0.80-1.00	= Very high reliability
0.60-0.79	= High reliability
0.40-0.59	= Medium reliability
0.20-0.39	= Low reliability
0.00-0.19	= Very low reliability. ¹⁴

From the criteria of reliability above, it can be drawn a conclusion that the result of reliability for pre-test has a high reliability since it amounts to 0.77 and the result of reliability for post-test has a high reliability because it amounts to 0.77. It means that reliability of the test in the research are reliable. (See Appendices 12 and 13)

I. The Data Analysis

1. Normality Test

To analyze the data, the researcher needs to test the data distribution, whether it is normal or not. The normally test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this case, the researcher will use *Lilliefors* test as follows :

The hypothesizes for the normality test were formulated as follows:

H_0 : The data are normaly distributed.

H_a : The data are not normally distributed.

¹⁴ Sugiono, *Ibid.* p. 184.

The test criteria of acceptance or rejection of hypothesis for normality test were as follows:

H_0 is accepted if $L_{\text{observed}} < L_{\text{critical}}$

H_a is accepted if $L_{\text{observed}} > L_{\text{critical}}$

2. Homogeneity Test

This test intended to test whether the variance of the data in the experimental class and in the control class is equal or not.

The reseacher used formula :

$$F = \frac{S_1^2}{S_2^2}$$

F : Homogeneity

S_1^2 : The larger variance

S_2^2 : The smallest variance

The hypotheses are :

H_0 : the variance of the data is homogeneous

H_a : the variance of the data is not homogeneous

The criteria for the homogeneity test are as follows:

H_0 : is accepted if the score of $L_{\text{observed}} < L_{\text{critical}}$

H_a : is accepted, if the score of $L_{\text{observed}} > L_{\text{critical}}$

3. Hypothetical Test

The data analyzed by using independent sample T-test in order to know the significant of the treatment effect. The T-test formula is

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\sum x^2 - \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

M = Mean of scores of each group.

N = The total number of students.

x = Deviation of each scores x_2 and x_1 .

y = Deviation of each y_2 from mean of y_1

The hypotheses of this research are:

H_a : there is a significant influence of using Fan-N-Pick Technique towards students' vocabulary in the first semester of Eighth Grade of MTS Al-Hidayah Srikuncoro, Semaka, Tanggamus

H_o : there is no significant influence of using Fan-N-Pick Technique towards students' vocabulary in the first semester of Eighth Grade of MTS Al-Hidayah Srikuncoro, Semaka, Tanggamus

The criteria of the test were:

H_a is accepted, if the score of $t_{\text{observed}} > t_{\text{critical}}$.

H_o is accepted, if the score of $t_{\text{observed}} < t_{\text{critical}}$.

CHAPTER IV

RESULT AND DISCUSSION

A. Data Analysis

1. The result of the Analysis

The researcher was aimed to know whether there is significant influence of using Fan-N-Pick technique toward students' vocabulary mastery at the first semester of the eighth grade of MTs Al-Hidayah Srikuncoro in the academic year of 2015/2016. The total number of sample was 60 students, two classes were chosen as control class and experimental class.

The instrument of this research was test. Pre-test consisted of 20 multiple choice items and post-test consisted of 20 multiple choice items with four options (a, b, c, d). Pre-test was conducted previously on October 19th, 2015 at 07.30 a.m for class VIII A as the control class and on October 20th, 2015 at 10.30 a.m for class VIII B as the experimental class. The pre-test was administrated in order to see the students' vocabulary.

After conducting the three meetings of using Fan-N-Pick technique, the researcher gave the post-test to the sample. The post-test was conducted on November 2nd, 2015 at 07.30 a.m for the control class (VIII A) and on November 3rd, 2015 at 10.30 a.m for control class (VIIB).

2. Result of Pre-test

Based on the distribution of the students score of pre-test in experimental class, there were 20 students (66.67%) who got score less than 70 and 10 students (33.33%) who got score more than or equal to 70. The analysis showed that the mean score was 50. The highest score was 75 and the lowest was 10. The medium score was 60 and the mode score was 75 in which there were 6 students. (See appendix 18).

Meanwhile, the distribution of the students score of pre-test in control class showed that there were 23 students (76.67%) who got score less than 70 and 7 students (23.33%) who got more than or equal to 70. Besides, the analysis showed that the mean score was 49. the highest score was 75 and the lowest score was 10. The medium score was 55 and the mode score was 55 in which there were 6 students. (See Appendix 18).

3. Result of Post-test

After the treatments that were given to students, the result of post-test in experimental and control class got increased. In experimental class, the distribution of the students score showed that there were 13 students (43.33%) who got score less than 70 and 17 students (56.67%) who got score more than or equal to 70. Based on the analysis, the mean score was 65. The highest score was 95 and the lowest was 30. The medium score was 75 and the mode score was 75 in which there were 7 students (See Appendix18).

On the other hand, the distribution of the students score of post-test in control class showed that there were 16 students (53.33%) who got score less than 70 and 14 students (46.67%) who got score more than or equal to 70. The analysis showed that the mean score was 52 the highest score was 95 and the lowest score was 10. The medium score was 50 and the mode score was 70 in which there were 5 students. (See Appendix 18). Result of post-test in control class can be seen as follow:

4. The Result of Normality Test

The researcher did normality test to measure weather the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 = the data are normally distributed

H_a = the data are not normally distributed

Test criteria:

$L_{\text{observed}} > L_{\text{critical}}$: it means that the data is not in the normal distribution.

$L_{\text{observed}} < L_{\text{critical}}$: it means that data is in the normal distribution.

Based on the calculation, the scores of normality test of pre-test of both control and experimental class were as :

L_{observed} pre-test of control class was 0.121

L_{observed} pre-test of experimental class was 0.136

Based on the *liliefors* table. It is found that $L_{critical}$ for 30 students with $\alpha = 0.05$ is 0.161. Therefore, it can be concluded that the data above are in the normal distribution because $L_{observed}$ (0.121) was $< L_{critical}$ (0.161) in control class and $L_{observed}$ (0.136) was $< L_{critical}$ (0.161) in experimental class.

While the score of normality test of post-test of both control and experimental class were as follows:

$L_{observed}$ post-test of control class was 0.111

$L_{observed}$ post-test of experimental class was 0.142

Based on the *liliefors* table. It is found that $L_{critical}$ for 30 students with $\alpha = 0.05$ is 0.161. Therefore, it can be concluded that the data above are in the normal distribution because $L_{observed}$ (0.111) was $< L_{critical}$ (0.161) in control class and $L_{observed}$ (0.142) was $< L_{critical}$ (0.161) (see appendix 14-17)

5. The Result of Homogeneity Test

Homogeneity test is used to know whether the variance of the data is homogenous or not.

Hypothesis formula:

H_0 = The variance of the data homogenous

H_a = The variance of the data not homogenous

Criteria for the test are as follows:

H_0 is accepted if $F_{\text{observed}} < F_{\text{critical}}$

H_a is accepted if $F_{\text{observed}} > F_{\text{critical}}$

From the data gained, the homogeneity test of control class was 1.50 and experimental class was 1.34 the result above was to be consulted to *fisher* table, it was found that F-critical of 0.05 (29.29) = 1.84 .The data came from homogenous data provided $F_{\text{observed}} < F_{\text{critical}}$. It means that the variance of the data were homogenous. (See appendix 19)

6. The Result of Hypothetical Test

The result of the T-test was 3.7 while the df (number of sample from both control and experimental classes subtracted by 2) was 58. So that the result of level of significant 0.05 is 1.67. If $t_{\text{observed}} > t_{\text{critical}}$ H_a was accepted because $3.7 > 1.67$. So in this case, H_a was accepted. Then, it could be assumed that there was influence of using Fan-N-Pick technique towards students' vocabulary mastery. (See appendix 21).

Then it could be assumed that there was significant influence of using Fan-N-Pick technique toward students' vocabulary.

B. Discussion

Based on finding of the research, at the beginning of the research, the pre-test was conducted on october 19th, 2015 at 07.30 A.M for class VIII A as control class class and and on october 20th, 2015 at 10.30 a.m for class VIII B as the experimental class. the pre-test was administered to know students' achievement in procedure text before they were given treatment by writer. The mean score of pre- test Experimental class was 50 and the mean score of pre-test in control class was 49 the normality test and homogeneity test showed that the data of pre-test were normal and homogeneous.

In the first treatment of October 22th, 2015 in VIII B, the researcher told to the students about the material and the focus of the study. The researcher taught vocabulary about noun consist of single word, compound word, and complex word, by theme place and building by using Fan-N-Pick technique. Before doing Fan-N-Pick technique the researcher explained what Fan-N-Pick technique and how we do the procedure of Fan-N-Pick Technique.

At second treatment on October 27th, 2015 in VIII B, the researcher told to the students about the material and the focus of the study. The researcher taught vocabulary about noun consist of single word, compound word, and complex word, by theme occupation by using Fan-N-Pick technique.

At the last treatment, the researcher told to the students about the material and the focus of the study. The researcher taught vocabulary about noun consist of single word, compound word, and complex word, by theme occupation by using Fan-N-Pick technique on October 29th, 2015 in VII B. in the third treatment, the result was better that previous treatment, because the students had been familiar with the material.

After conducting three meetings of treatment, the researcher gave post test to the sample. The post-test was conducted on November 2nd, 2015 at 07.30 a.m for the control class (VIII A) and on November 3rd, 2015 at 10.30 a.m for control class (VIII B). The mean of students' post-test score in experimental class was 65 and the mean of students' post-test score in control class was 52.

Based on the result pre-test and post test score, was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test in experimental class was 50 and the mean score of pre-test in control class was 49. and the mean of students' post-test score in experimental class was 65. and the mean of students' post-test score in control class was 52. From the data analysis, it was found that the result of t-test was 3.7. This result then was consulted to the score of $t_{critical}$ (level of significance). In this case the level of significant 0.05 was 1.67. H_0 is refused, if the score of $t_{observed} > t_{critical}$. From the analysis, the score of $t_{observed}$ was greater than $t_{critical}$ ($3.7 > 1.67$).. it means that H_0 is rejected and H_a is accepted. It

means that the treatments had influence of using Fan-N-Pick technique towards students' vocabulary mastery.

Because the alternative hypothesis is accepted, the researcher concludes that there was influence of using Fan-N-Pick technique towards students' vocabulary at the first semester of the eighth grade of MTS Al-Hidayah Srikuncoro Semaka Tanggamus in the academic year of 2015/2016. Therefore, it can be concluded that Fan-N-Pick Technique is one of good technique in motivating students in learning English, especially in vocabulary. It had been supported by the previous research conducted by Miskatun Nihayah about improving students vocabulary mastery through Fan-N-Pick technique was revealed that Fan-N-Pick technique made students were more active and increase their vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the description of the hypothesis test, the researcher is able to make conclusion as follow:

There is a significant influence of using Fan-N-Pick technique towards students' vocabulary mastery. It is proved as the result of T-test where the t_{observed} is 3.7 and the t_{critical} is 1.67-1.68. In other words, t_{observed} is higher than t_{critical} ($3.7 > 1.67$).

B. Suggestion

To motivate the students in learning English, interesting technique or strategy can help motivate them. One of technique is by using Fan-N-Pick Technique. In this case the researcher would like to give some suggestion of this research, they are:

1. For the teacher of the English Subject, it is suggested that to use Fan-N-Pick technique as one of alternative ways to help the students in teaching learning vocabulary, since the students not only learn form and meaning of the words but also make their active and enjoyable in the process teaching learning English. Beside that the teacher should be able to choose the appropriate technique according to the skills and materials that are going to teach to the students.
2. For the students, it is suggested that students must be active in doing exercise especially vocabulary exercise. The students also should pay attention to the English teachers when they explained the lesson, because Vocabulary is the

important thing in learning language and without vocabulary nothing can be conveyed.

3. For the school, it is suggested that to the school should provide books that can be improve their English, and hold a learning activity of English in outclass. So the students get new vocabulary and familiar with English.
4. For other researcher, Regarding what have been done in this research, there are some suggestions for further research in the field of the use of Fan-N-Pick as the technique in teaching and learning English. First, since this research concerned on Vocabulary mastery, it is suggested for further researchers to pay attention to other language skill (speaking, listening, and writing, Reading). It is also suggested to be researched in other level of education. Furthermore, this article can be helpful and useful as a guideline for subsequent researcher.

APPENDICES

Appendix 1

Script interview in the preliminary Research

Questions for the English teacher

1. Dalam bahasa Inggris ada beberapa aspek yang harus diajarkan kepada siswa. Menurut bapak dari beberapa aspek tersebut manakah yang paling susah untuk dipahami oleh murid murid?
2. Bagaimana keadaan siswa dikelas ketika sedang belajar bahasa Inggris khususnya pada materi vocabulary?
3. Technique pembelajaran apa yang sering gunakan dalam mengajar bahasa inggris khususnya pada materi vocabulary?
4. Apakah bapak mempunyai pengalaman menerapkan berbagai macam technique didalam menyampaikan materi khususnya materi vocabulary?
5. Apakah bapak pernah menggunakan technique seperti membuat group pada pembelajaran siswa dalam belajar bahasa inggris khususnya materi vocabulary?

The Answers of interview Teacher

1. Ya, memang betul dalam bahasa inggris banyak aspek bahasa yang harus dipahami oleh para siswa dan diantara aspek aspek tersebut vocabulary atau kosakata yang paling sulit untuk dikuasai oleh para siswa mereka kurang tertarik dalam menghafal kosakata. Padahal kosakata adalah aspek yang paling penting dalam pembelajaran bahasa inggris.

2. Dalam proses belajar bahasa Inggris terkadang siswa dikelas mengantuk dan malas, khususnya ketika mereka diberikan latihan dan mengerjakan latihan.
3. Dalam mengajar bahasa Inggris saya selalu menggunakan conventional technique khususnya mengajar vocabulary.
4. Tidak, karena jika saya menggunakan berbagai macam technique didalam pembelajaran bahasa Inggris khususnya materi pembelajaran vocabulary, saya harus mempunyai properti seperti laptop tapi di sekolah ini tidak menyidiakan properti seperti laptop.
5. Tidak, karena saya tidak mengetahui bagaimana cara menerapkan technique pembelajaran dalam group dalam pembelajaran bahasa Inggris khususnya dalam materi vocabulary. Saya berpikir jika siswa bekerja dalam group dalam pembelajaran itu sangat baik.

Script interview in the preliminary Research

Questions for students

1. Apakah kalian suka pelajaran bahasa Inggris
2. Apa yang paling susah kalian pelajari dalam pembelajaran bahasa Inggris khususnya pada materi vocabulary?
3. Technique apa yang digunakan guru dalam mengajar bahasa Inggris?
4. Apakah kalian senang dengan cara mengajar yang digunakan oleh bapak guru?
5. Kesulitan apa yang kalian rasakan dalam belajar bahasa Inggris?

The Answers of interview students

Class 8 A

1. Tidak, kami tidak suka bahasa Inggris khususnya setiap belajar bahasa Inggris selalu menghafalkan kosa kata yang baru.
2. kami suka mendapatkan kesulitan dalam belajar bahasa Inggris khususnya dalam menghafal kosa kata, mengartikanya dan menggunakannya kami masih tidak mengerti.
3. Diberikan kosa kata lalu di suruh buka kamus dan di artikan dalam bahasa Indonesia.
4. Tidak, terkadang kami bosan saat sedang mengerjakan latihan.

5. kami memiliki kesulitan dalam belajar bahasa inggris khususnya vocabulary karena kami tidak mengerti arti katanya.

Class 8 B

1. kami suka belajar bahasa Inggris tapi kami males karena cara ngajarnya membuat kami jadi bosan.
2. Dalam belajar bahasa Inggris kami selalu sulit untuk menghafal kosa katanya.
3. Guru selalu memberikan beberapa vocabulary dan menterjemahkan kedalam bahasa Indonesia menggunakan kamus.
4. Tidak, cara ngajarnya membuat kami bosan dan kurang menyenangkan.
5. Bahasa Inggris itu sulit khususnya vocabulary .

Class 8 C

1. kami tidak terlalu suka belajar bahasa Inggris karena kami tidak suka menghafal.
2. Dalam belajar bahasa Inggris kesulitan kami ketika kami ingin berbicara, vocabulary kami masih rendah.
3. Menterjemahkan vocabulary dalam bahasa Indoesia menggunakan kamus.
4. Suka, tapi kalau selalu menggunakan cara mengajar seperti itu terkadang kami bosan.

5. Belajar bahasa Inggris itu agak sulit karena kami harus menghafalkan banyak kosa kata.

Appendix III

Table of Students' Score of English in Preliminary Research

Kelas : V111
Pelajaran : Bahasa Inggris
Sekolah : MTs Al-Hidayah Srikuncoro

Grade 8A			KELAS VIIIB	
KELAS VIIIA			KELAS VIIIB	
No	Nama Siswa	Nilai	Nama Siswa	Nilai
1	1- A	10	1-B	55
2	2-A	50	2-B	30
3	3-A	10	3-B	65
4	4-A	45	4-B	25
5	5-A	65	5-B	70
6	6-A	10	6-B	60
7	7-A	10	7-B	10
8	8-A	60	8-B	70
9	9-A	20	9-B	30
10	10-A	45	10-B	60
11	11-A	40	11-B	30
12	12-A	50	12-B	70
13	13-A	50	13-B	10
14	14-A	65	14-B	60
15	15-A	45	15-B	50
16	16-A	35	16-B	20
17	17-A	65	17-B	75
18	18-A	30	18-B	65
19	19-A	30	19-B	35
20	20-A	40	20-B	55
21	21-A	75	21-B	10
22	22-A	35	22-B	70
23	23-A	65	23-B	30
24	24-A	70	24-B	65
25	25-A	40	25-B	20
26	26-A	75	26-B	75
27	27-A	80	27-B	70
28	28-A	50	28-B	75
29	29-A	50	29-B	60
30	30-A	70	30-B	55
Rata-Rata Kelas		46	Rata-Rata Kelas	49

KELAS VIIIC			KELAS VIIID	
No	Nama Siswa	Nilai	Nama Siswa	Nilai
1	1- C	20	1-D	65
2	2-C	65	2-D	35
3	3-C	10	3-D	60
4	4-C	45	4-D	45
5	5-C	50	5-D	10
6	6-C	60	6-D	60
7	7-C	10	7-D	75
8	8-C	10	8-D	70
9	9-C	20	9-D	30
10	10-C	40	10-D	65
11	11-C	50	11-D	30
12	12-C	45	12-D	70
13	13-C	50	13-D	10
14	14-C	75	14-D	60
15	15-C	45	15-D	75
16	16-C	65	16-D	20
17	17-C	65	17-D	50
18	18-C	30	18-D	65
19	19-C	30	19-D	35
20	20-C	40	20-D	55
21	21-C	40	21-D	10
22	22-C	35	22-D	70
23	23-C	65	23-D	30
24	24-C	70	24-D	65
25	25-C	70	25-D	20
26	26-C	75	26-D	80
27	27-C	60	27-D	70
28	28-C	50	28-D	75
29	29-C	80	29-D	60
30	30-C	70	30-D	55
Rata-Rata Kelas		47	Rata-Rata Kelas	50

Appendix IV

Sudents’ of the First Semester of the Eighth Grade of MTs Al-Hidayah Srikuncoro

GRADE 8A

No	Students’ Name	Gender	Code
1	Al Amin	L	1- A
2	Al Arif	L	2-A
3	Aldi Irwansyah	L	3-A
4	Alfa Dwi Maghfiroh	P	4-A
5	Al Syafutri	L	5-A
6	Cahya Feranika	P	6-A
7	Cahyana fitriyana	P	7-A
8	Danu Azhari	L	8-A
9	Dewi Yuliyanti	P	9-A
10	Edi Saputra	L	10-A
11	Fathona Jully Afica	P	11-A
12	Hoirun Anam	L	12-A
13	Husma Dewi	P	13-A
14	I’ik Hilaliyah	P	14-A
15	Ika Chandra Ningtyas	P	15-A
16	Ipa Juwita	P	16-A
17	Iwan Agesta	L	17-A
18	Jefri Setiawan	L	18-A
19	Jemi Aditya Saputra	L	19-A
20	Kiki Alpina Damayanti	P	20-A
21	Lia Pratiwi	P	21-A
22	Lilis Wildayani	P	22-A
23	Malfhyna Charolinre	P	23-A
24	Mar’atus Soleha	P	24-A
25	Mashuri Amin	L	25-A
26	Mela Puji Lestari	P	26-A
27	Melani Nur Fianti	L	27-A
28	Meliyanti	P	28-A
29	Miftahul Rizki	L	29-A
30	Muhammad Guntur	L	30-A

L = 14

P = 16

GRADE 8B

No	Student's Name	Gender	Code
1	Andi Priatna	L	1-B
2	Andhika	L	2-B
3	Andre Erlangga	L	3-B
4	Andriyansyah	L	4-B
5	Anhar	L	5-B
6	Atina	P	6-B
7	Ayu Astuti	P	7-B
8	Diah Tri Lestari	P	8-B
9	Euis Fadilla	P	9-B
10	Eva Juniati	P	10-B
11	Feri Puja Rama	L	11-B
12	Herlina Julianti	P	12-B
13	Ikalía Dafetra	P	13-B
14	Kurniati	P	14-B
15	M. Sidqi Wafa	L	15-B
16	M. Zarkasih	L	16-B
17	Maesah	P	17-B
18	Mmayang Dwi Safitri	P	18-B
19	Muhajirin	L	19-B
20	Nadia Ratna Sari	P	20-B
21	Nanang Adi Utomo	L	21-B
22	Nandang Kurniawan	L	22-B
23	Pipit Wildayanti	P	23-B
24	Robi Saputra	L	24-B
25	Sela Rahayu	P	25-B
26	Setiawati	P	26-B
27	Sherly Ferontika	P	27-B
28	Siti Hofifah	P	28-B
29	Siti Maisaroh	P	29-B
30	Siti Nurbaiti	P	30-B

L = 12

P = 18

GRADE 8C

No	Student's Name	Gender	Code
1	A. Muda Sirul Huda	P	1- C
2	Alda Meliani Sari	P	2-C
3	Almira Rahma Mutia	P	3-C
4	Andy Lareza	P	4-C
5	Belindi Marchdalena	P	5-C
6	Dicky Juliansyah	L	6-C
7	Dora Septarisa	P	7-C
8	Endah Widiya Rahayu	P	8-C
9	Erlangga Ari Wijaya	L	9-C
10	Ferina Aisah	P	10-C
11	Fidya Ratu Maherzi	P	11-C
12	Frentri Seniorita	P	12-C
13	Githa Putri Ramadhani	P	13-C
14	Hananingrum Ayu Wulandari	P	14-C
15	Indri Sri Maryani	P	15-C
16	Kristiana Edi Bhayangkara	P	16-C
17	M. Raka Wijaya	L	17-C
18	Masteguh Ronaldi L.	L	18-C
19	Meliyanti	P	19-C
20	Muhammad Rizki Mubarak	L	20-C
21	Nabilah	P	21-C
22	Nadia Soraya	P	22-C
23	Nita Dwi Agustina	P	23-C
24	Nursatina Beby Cantika	P	24-C
25	Risca Cindy Safitri	P	25-C
26	Rizky Meydiyansyah	P	26-C
27	Sakinah	L	27-C
28	Sawitri Perdani	P	28-C
29	Suci Ramadhanty	P	29-C
30	Wulan Bela Santika	P	30-C

L = 6
P = 24

GRADE 8D

No	Student's Name	Gender	Code
1	A.Rohim	L	1- C
2	Aida Agustina	P	2-C
3	Alviano Santana B.	L	3-C
4	Andi Juhana	P	4-C
5	Ari Widianto	L	5-C
6	Dila Warisa	P	6-C
7	Hazijah Mimi Riana	P	7-C
8	Intan Permata Sari	P	8-C
9	Irwansyah Pratama	L	9-C
10	Juliana	P	10-C
11	Lintar Hidayah	L	11-C
12	M. Rizky Prima	L	12-C
13	M. Roby Kurniawan	P	13-C
14	Mardiyanti	P	14-C
15	Masnunah	P	15-C
16	Maya Sari Sandriani	P	16-C
17	Mega Puspita Yanti	L	17-C
18	Muhammad Ikbal	P	18-C
19	Nabila Fitriani	P	19-C
20	Nanda Marita	P	20-C
21	Noviyanti	L	21-C
22	Rico Dahana Aji	P	22-C
23	Riski Putri Primadini	L	23-C
24	Siti Ayunah	P	24-C
25	Susanti	P	25-C
26	Tri Nur Lia Ningsih	P	26-C
27	Vinka Leonita	P	27-C
28	Wahyu Megarani	P	28-C
29	Wahyu Pratama Rosadi	L	29-C
30	Yunita	P	30-C

L =10
P =20

Appendix 1

The First Step of Pre-test Try Out

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		X	X2	
1	ASR	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	7	17.5	306.25		
2	AP	0	1	1	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	1	0	1	0	0	0	0	0	1	0	0	0	9	22.5	506.25		
3	AD	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	4	10	100		
4	ARM	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	30	75	5625	
5	AK	0	0	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	13	32.5	1056.3		
6	BK	0	1	1	0	0	0	1	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	1	0	0	1	1	1	0	1	0	1	1	0	0	0	1	0	0	0	19	47.5	2256.3	
7	DK	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	1	1	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	1	25	62.5	3906.3		
8	DDS	0	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	11	27.5	756.25		
9	ENS	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1	0	1	1	1	1	1	0	0	1	0	1	22	55	3025
10	FAW	1	1	1	0	0	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	0	0	24	60	3600		
11	FA	1	0	1	0	0	1	0	1	0	1	0	1	1	1	1	0	1	1	0	0	0	1	0	0	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	20	50	2500	
12	HKAP	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	1	0	0	0	15	37.5	1406.3		
13	HS	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	0	1	0	0	0	1	0	1	1	1	1	14	35	1225	
14	IN	0	1	0	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	1	0	0	1	0	1	0	0	1	1	1	1	0	0	1	0	1	23	57.5	3306.3
15	K	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	1	1	1	17	42.5	1806.3	
16	M	1	0	0	0	1	1	0	1	1	0	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	21	52.5	2756.3	
17	MAW	0	0	0	1	1	0	1	1	0	0	1	0	0	0	0	0	1	1	1	0	1	0	0	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	22	55	3025	
18	MI	0	0	1	0	0	1	0	1	1	1	0	1	1	0	0	0	1	0	1	0	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	0	0	0	18	45	2025	
19	N	1	0	0	1	0	1	1	0	1	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	0	23	57.5	3306.3	
20	O	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	1	0	1	1	1	0	0	1	0	1	1	0	0	1	0	0	1	1	1	24	60	3600	
21	P	1	0	0	1	0	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	0	1	1	1	0	1	1	0	20	50	2500	
22	RDp	0	0	1	0	1	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	1	1	0	1	0	0	0	0	1	1	1	0	1	1	1	0	1	0	1	18	45	2025
23	RA	0	1	0	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	28	70	4900	
24	RP	1	0	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	1	1	1	0	1	0	1	29	72.5	5256.3
25	RYS	0	1	0	0	1	1	1	0	1	1	0	1	1	0	0	1	0	1	0	0	1	0	0	1	1	0	0	1	0	0	1	0	0	0	1	0	0	1	0	1	17	42.5	1806.3	
26	SSF	1	0	0	0	1	0	1	0	0	0	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	0	1	0	1	1	1	19	47.5	2256.3	
27	SS	0	0	0	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	0	0	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	1	1	23	57.5	3306.3	
28	TN	0	0	1	0	0	0	0	1	0	1	1	1	0	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	0	1	0	16	40	1600		
29	WO	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	30	900		
30	YS	1	0	1	0	0	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	1	1	1	0	1	0	0	1	0	0	0	1	0	0	0	18	45	2025	
		13	13	12	11	15	13	13	11	15	15	13	16	13	13	12	12	16	13	16	12	17	16	17	13	13	12	15	17	13	15	15	13	16	15	16	15	13	15	13	15	561	1403	72669	
	p	0.433	0.433	0.4	0.367	0.5	0.433	0.433	0.367	0.5	0.5	0.433	0.533	0.433	0.433	0.4	0.4	0.533	0.433	0.533	0.4	0.567	0.533	0.567	0.433	0.433	0.4	0.5	0.567	0.433	0.5	0.5	0.433	0.533	0.5	0.533	0.5	0.433	0.5	0.433	0.5				
	q	0.567	0.567	0.6	0.633	0.5	0.567	0.567	0.633	0.5	0.5	0.567	0.467	0.567	0.567	0.6	0.6	0.467	0.567	0.467	0.6	0.433	0.467	0.433	0.567	0.567	0.6	0.5	0.433	0.567	0.5	0.5	0.567	0.467	0.5	0.467	0.5	0.567	0.5	0.567	0.5				
	pq	0.246	0.246	0.24	0.232	0.25	0.246	0.246	0.232	0.25	0.25	0.246	0.249	0.246	0.246	0.24	0.24	0.249	0.246	0.249	0.24	0.246	0.249	0.246	0.246	0.246	0.24	0.25	0.246	0.246	0.25	0.25	0.246	0.249	0.25	0.249	0.25	0.246	0.25	0.246	0.25				
	p/q	0.765	0.765	0.667	0.579	1	0.765	0.765	0.579	1	1	0.765	1.143	0.765	0.765	0.667	0.667	1.143	0.765	1.143	0.667	1.308	1.143	1.308	0.765	0.765	0.667	1	1.308	0.765	1	1	0.765	1.143	1	1.143	1	0.765	1	0.765	1				
	p/q	0.874	0.874	0.816	0.761	1	0.874	0.874	0.761	1	1	0.874	1.069	0.874	0.874	0.816	0.816	1.069	0.874	1.069	0.816	1.144	1.069	1.144	0.874	0.874	0.816	1	1.144	0.874	1	1	0.874	1.069	1	1.069	1	0.874	1	0.874	1				
	Mp	55.19	42.88	39.38	52.27	55.33	54.23	55.19	52.27	54.83	45.33	55.77	50.16	54.23	55.19	55.42	47.71	54.38	55.77	49.69	47.92	49.26	48.28	48.38	51.15	55.77	55.42	48.5	52.79	43.08	55.33	51.17	55.77	52.97	55.33	52.97	45.17	54.04	55.33	54.04	55.33				
	Mt	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75				
	SDt	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38			
	Rphi	0.4																																											

Appendix 2

The Second Step of Pre-test Try Out

No	Students	1	5	6	7	9	11	13	14	15	17	18	25	26	28	30	32	33	34	35	37	38	39	40		X	X2
1	ananda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	3	13.04	170.13
2	Chita	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	8.696	75.614
3	Adinda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	4.348	18.904
4	Dimas	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	16	69.57	4839.3
5	Mareta	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	5	21.74	472.59
6	Fisky	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	9	39.13	1531.2
7	Doni	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	16	69.57	4839.3
8	Naufal	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	3	13.04	170.13
9	Viona	1	1	0	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	15	65.22	4253.3
10	Sony	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	15	65.22	4253.3
11	Ulva	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	1	0	11	47.83	2287.3
12	Bima	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	4	17.39	302.46
13	Cikal	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	1	9	39.13	1531.2
14	Anta	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	16	69.57	4839.3
15	Alzier	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	1	9	39.13	1531.2
16	ST Dini	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	0	1	15	65.22	4253.3
17	Afifah	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	16	69.57	4839.3
18	M. Dimas	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	7	30.43	926.28
19	Wilyam	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	14	60.87	3705.1
20	Nirmala	1	1	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	1	13	56.52	3194.7
21	Erika	1	0	0	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	14	60.87	3705.1
22	Rahmadian	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	7	30.43	926.28
23	Willy	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	16	69.57	4839.3
24	Sherlina	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	0	16	69.57	4839.3
25	Sefira	0	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	10	43.48	1890.4
26	Fahrur	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	1	12	52.17	2722.1
27	Elda	0	1	0	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16	69.57	4839.3
28	Sita	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	9	39.13	1531.2
29	Desti	1	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	21.74	472.59
30	Dera	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	10	43.48	1890.4
		13	13	13	12	14	13	13	13	12	16	12	12	12	17	15	12	16	15	16	12	15	13	15		1365	75690
	p	0.433	0.433	0.433	0.4	0.467	0.433	0.433	0.433	0.4	0.533	0.4	0.4	0.4	0.567	0.5	0.4	0.533	0.5	0.533	0.4	0.5	0.433	0.5			
	q	0.567	0.567	0.567	0.6	0.533	0.567	0.567	0.567	0.6	0.467	0.6	0.6	0.6	0.433	0.5	0.6	0.467	0.5	0.467	0.6	0.5	0.567	0.5			
	pq	0.246	0.246	0.246	0.24	0.249	0.246	0.246	0.246	0.24	0.249	0.24	0.24	0.24	0.246	0.25	0.24	0.249	0.25	0.249	0.24	0.25	0.246	0.25			
	p/q	0.765	0.765	0.765	0.667	0.875	0.765	0.765	0.765	0.667	1.143	0.667	0.667	0.667	1.308	1	0.667	1.143	1	1.143	0.667	1	0.765	1			
	p/q	0.874	0.874	0.874	0.816	0.935	0.874	0.874	0.874	0.816	1.069	0.816	0.816	0.816	1.144	1	0.816	1.069	1	1.069	0.816	1	0.874	1			
	Mp	57.53	56.86	53.18	55.8	55.28	55.85	53.18	57.53	55.8	54.08	59.78	59.78	55.8	53.96	54.78	59.78	52.99	54.2	52.99	56.88	54.49	53.51	54.78			
	Mt	45.51	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5			
	SDt	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26			
	Rpbi	0.494	0.467	0.316	0.395	0.43	0.426	0.316	0.495	0.395	0.431	0.549	0.549	0.395	0.455	0.437	0.549	0.377	0.409	0.377	0.437	0.423	0.33	0.437			
	r-critical	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361			
	status	valid	valid	drop	valid	valid	valid	drop	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	drop	valid			

Appendix 3

The Third Step of Pre-test Try Out

No	Students	1	5	7	9	11	14	15	17	18	25	26	28	30	32	33	34	35	37	38	40			X	X2
1	ASR	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	4	10	100
2	AP	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	4	10	100
3	AD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	5	25
4	ARM	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	14	196	70	4900
5	AK	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	3	9	15	225
6	BK	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	9	81	45	2025
7	DK	1	1	0	1	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	14	196	70	4900
8	DDS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	3	9	15	225
9	ENS	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	13	169	65	4225
10	FAW	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	13	169	65	4225
11	FA	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	8	64	40	1600
12	HKAP	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	4	16	20	400
13	HS	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	8	64	40	1600
14	IN	0	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	13	169	65	4225
15	K	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	8	64	40	1600
16	M	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	1	13	169	65	4225
17	MAW	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	14	196	70	4900
18	MI	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	5	25	25	625
19	N	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	12	144	60	3600
20	O	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	10	100	50	2500
21	P	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	13	169	65	4225
22	RDP	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	7	49	35	1225
23	RA	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	14	196	70	4900
24	RP	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	13	169	65	4225
25	RYS	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	8	64	40	1600
26	SSF	1	1	1	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	11	121	55	3025
27	SS	0	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	13	169	65	4225
28	TN	0	0	0	0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	8	64	40	1600
29	WO	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	9	15	225
30	YS	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	10	100	50	2500
		13	13	12	14	12	13	12	16	10	10	12	17	15	10	16	15	16	13	15	15	269	2959	1345	73975
	p	0.433	0.43	0.4	0.47	0.4	0.433	0.4	0.53	0.33	0.3333	0.4	0.567	0.5	0.333	0.533	0.5	0.53	0.433	0.5	0.5				
	q	0.567	0.57	0.6	0.53	0.6	0.567	0.6	0.47	0.67	0.6667	0.6	0.433	0.5	0.667	0.467	0.5	0.47	0.567	0.5	0.5				
	pq	0.246	0.25	0.24	0.25	0.24	0.246	0.24	0.25	0.22	0.2222	0.24	0.246	0.25	0.222	0.249	0.25	0.25	0.246	0.25	0.25	4.85			
	p/q	0.765	0.76	0.667	0.88	0.67	0.765	0.667	1.14	0.5	0.5	0.667	1.308	1	0.5	1.143	1	1.14	0.765	1	1				
	p/q	0.874	0.87	0.816	0.94	0.82	0.874	0.816	1.07	0.71	0.7071	0.816	1.144	1	0.707	1.069	1	1.07	0.874	1	1				
	Mp	56.54	55.7	55.83	54.6	56.3	56.54	55.42	52.5	60	59.5	55.42	52.65	53.7	59.5	52.19	53.667	52.2	56.92	54	54				
	Mt	44.83	44.8	44.83	44.8	44.8	44.83	44.83	44.8	44.8	44.83	44.83	44.83	44.8	44.83	44.83	44.83	44.8	44.83	44.83	44.8				
	SDt	21.35	21.4	21.35	21.4	21.4	21.35	21.35	21.4	21.4	21.35	21.35	21.35	21.4	21.35	21.35	21.35	21.4	21.35	21.35	21.4				
	Rpbi	0.479	0.45	0.421	0.43	0.44	0.48	0.405	0.38	0.5	0.4859	0.405	0.419	0.41	0.486	0.368	0.4139	0.37	0.495	0.4295	0.43				
	r-critical	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361				
	status	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid				

Appendix 1

The First Step of Post-test Try Out

No	Students	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		X	X2	
1	ASR	0	1	1	0	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	7	17.5	306.25	
2	AP	0	0	1	1	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	0	4	9	22.5	506.25
3	AD	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	4	10	100	
4	ARM	1	0	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	1	1	30	75	5625
5	AK	0	0	0	1	0	1	0	0	0	1	0	1	1	0	1	0	0	0	1	1	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	1	0	0	0	0	13	32.5	1056.3	
6	BK	0	1	1	0	0	0	1	0	1	0	1	1	0	0	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	0	1	1	0	0	0	1	0	0	0	0	19	47.5	2256.2
7	DK	1	1	1	0	1	0	1	0	1	0	1	0	0	1	0	0	1	1	0	0	0	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	25	62.5	3906.3
8	DDS	0	1	1	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	1	0	0	0	0	0	0	0	11	27.5	756.25
9	ENS	1	0	0	0	1	0	0	1	0	1	1	0	0	1	0	1	1	1	1	0	1	0	1	0	1	0	1	0	1	0	1	1	1	1	1	0	0	1	0	1	22	55	3025	
10	FAW	1	1	1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	0	1	1	0	0	0	0	0	0	0	24	60	3600	
11	FA	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	0	1	1	1	0	1	0	20	50	2500	
12	HKAP	0	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	0	1	0	1	1	0	0	0	1	1	0	0	0	1	0	0	0	1	0	0	0	15	37.5	1406.3	
13	HS	0	0	0	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	1	1	1	1	14	35	1225
14	IN	0	1	0	1	1	1	1	1	0	1	0	0	1	1	0	1	1	0	0	1	0	1	0	1	0	0	1	0	1	0	1	0	0	1	1	1	0	1	1	1	1	23	57.5	3306.3
15	K	0	1	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	1	0	1	0	1	0	0	0	1	1	1	1	0	0	1	1	0	0	1	1	1	17	42.5	1806.3
16	M	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	0	1	0	0	1	0	1	0	1	0	0	1	1	0	0	1	1	0	1	0	0	0	1	0	1	21	52.5	2756.3	
17	MAW	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	0	1	1	0	1	0	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	1	1	1	22	55	3025
18	MI	0	0	1	0	0	1	0	1	0	1	1	0	0	1	1	0	0	0	0	1	0	1	0	1	1	0	0	1	0	0	1	0	1	0	1	0	1	1	0	0	0	18	45	2025
19	N	1	0	0	1	0	1	1	0	1	0	1	0	1	1	1	1	0	0	0	0	1	1	0	1	0	1	1	0	0	1	1	1	0	1	1	0	0	0	0	0	23	57.5	3306.3	
20	O	1	1	0	1	1	1	0	1	0	1	0	1	1	1	0	1	1	0	0	1	0	0	1	1	0	0	1	0	1	0	1	0	0	1	0	0	1	1	1	1	24	60	3600	
21	P	1	0	0	1	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	0	1	20	50	2500	
22	RDP	0	0	1	0	1	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	0	1	0	1	0	0	0	0	1	1	0	0	1	1	1	1	1	0	1	0	1	18	45	2025
23	RA	0	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	1	1	0	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	28	70	4900	
24	RP	1	0	0	0	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	0	1	1	1	0	1	1	1	1	0	0	0	0	1	29	72.5	5256.3	
25	RYS	0	1	0	0	0	1	1	1	0	1	1	0	1	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	1	0	0	1	0	0	1	0	0	0	0	1	17	42.5	1806.3	
26	SSF	1	0	0	0	1	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	1	1	0	0	1	0	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	19	47.5	2256.3
27	SS	0	0	0	1	1	0	0	1	0	1	0	1	0	0	0	0	0	0	1	1	0	0	1	1	0	0	1	0	1	0	1	1	1	1	1	0	1	1	1	1	23	57.5	3306.3	
28	TN	0	0	1	0	0	0	0	0	1	0	1	1	1	0	0	0	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	16	40	1600	
29	WO	1	0	0	0	0	1	0	0	0	0	0	0	0	1	1	0	1	0	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	12	30	900	
30	YS	1	0	1	0	0	0	1	0	1	0	1	0	0	0	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	18	45	2025
		13	13	12	11	15	13	13	11	15	15	13	16	13	13	12	12	16	13	16	12	17	16	17	13	13	12	15	17	13	15	15	13	16	15	16	15	13	15	13	15	561	1403	72669	
	p	0.433	0.433	0.4	0.367	0.5	0.433	0.433	0.367	0.5	0.5	0.433	0.533	0.433	0.433	0.4	0.4	0.533	0.433	0.533	0.4	0.567	0.533	0.567	0.433	0.433	0.4	0.5	0.567	0.433	0.5	0.5	0.433	0.533	0.5	0.533	0.5	0.433	0.5	0.433	0.5				
	q	0.567	0.567	0.6	0.633	0.5	0.567	0.567	0.633	0.5	0.5	0.567	0.467	0.567	0.567	0.6	0.6	0.467	0.567	0.467	0.6	0.433	0.467	0.433	0.567	0.567	0.6	0.5	0.433	0.567	0.5	0.5	0.567	0.467	0.5	0.467	0.5	0.567	0.5	0.567	0.5				
	pq	0.246	0.246	0.24	0.232	0.25	0.246	0.246	0.232	0.25	0.25	0.246	0.249	0.246	0.246	0.24	0.24	0.249	0.246	0.249	0.24	0.246	0.249	0.246	0.246	0.246	0.24	0.25	0.246	0.246	0.25	0.25	0.246	0.249	0.25	0.249	0.25	0.246	0.25	0.246	0.25				
	p/q	0.765	0.765	0.667	0.579	1	0.765	0.765	0.579	1	1	0.765	1.143	0.765	0.765	0.667	0.667	1.143	0.667	1.143	0.667	1.308	1.143	1.308	0.765	0.765	0.667	1	1.308	0.765	1	1	0.765	1.143	1	1.143	1	0.765	1	0.765	1				
	p/q	0.874	0.874	0.816	0.761	1	0.874	0.874	0.761	1	1	0.874	1.069	0.874	0.874	0.816	0.816	1.069	0.874	1.069	0.816	1.144	1.069	1.144	0.874	0.816	1	1.144	0.874	1	1	0.874	1.069	1	1.069	1	0.874	1	0.874	1					
	Mp	55.19	42.88	39.38	52.27	55.33	54.23	55.19	52.27	54.83	45.33	55.77	50.16	54.23	55.19	55.42	47.71	54.38	55.77	49.69	47.92	49.26	48.28	48.38	51.15	55.77	55.42	48.5	52.79	43.08	55.33	51.17	55.77	52.97	55.33	52.97	45.17	54.04	55.33	54.04	55.33				
	Mt	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75	46.75			
	Sdr	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38	15.38			

Appendix 2

The Second Step of Post-test Try Out

No	Students	1	5	6	7	9	11	13	14	15	17	18	25	26	28	30	32	33	34	35	37	38	39	40		X	X2
1	ananda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	1	3	13.04	170.13
2	Chita	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	2	8.696	75.614
3	Adinda	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	4.348	18.904
4	Dimas	1	0	1	1	1	0	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	0	1	16	69.57	4839.3
5	Mareta	0	0	1	0	0	0	1	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	0	5	21.74	472.59
6	Fisky	0	0	0	1	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	0	9	39.13	1531.2
7	Doni	1	1	0	0	1	1	0	1	0	1	1	1	1	0	0	1	0	1	1	1	1	1	1	16	69.57	4839.3
8	Naufal	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	3	13.04	170.13
9	Viona	1	1	0	0	0	1	0	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	15	65.22	4253.3
10	Sony	1	0	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	0	15	65.22	4253.3
11	Ulva	1	0	1	0	0	0	1	1	1	1	0	0	1	0	0	0	1	0	1	1	0	1	0	11	47.83	2287.3
12	Bima	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	4	17.39	302.46
13	Cikal	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	1	9	39.13	1531.2
14	Anta	0	1	1	1	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	16	69.57	4839.3
15	Alzier	0	1	0	0	1	0	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	1	9	39.13	1531.2
16	ST Dini	1	1	1	0	1	1	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	0	1	15	65.22	4253.3
17	Afifah	0	1	0	1	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	16	69.57	4839.3
18	M. Dimas	0	0	1	0	1	0	1	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	0	7	30.43	926.28
19	Wilyam	1	0	1	1	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	0	14	60.87	3705.1
20	Nirmala	1	1	1	0	0	0	1	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	1	13	56.52	3194.7
21	Erika	1	0	0	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	14	60.87	3705.1
22	Rahmadian	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	0	1	7	30.43	926.28
23	Willy	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	0	1	0	0	1	1	1	16	69.57	4839.3
24	Sherlina	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	0	0	0	16	69.57	4839.3
25	Sefira	0	1	1	1	1	0	1	0	0	1	0	0	0	0	1	0	0	1	0	0	1	0	1	10	43.48	1890.4
26	Fahrur	1	1	0	1	0	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	1	12	52.17	2722.1
27	Elda	0	1	0	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	1	16	69.57	4839.3
28	Sita	0	0	0	0	0	1	0	0	0	0	1	1	0	1	0	1	1	0	1	1	0	1	0	9	39.13	1531.2
29	Desti	1	0	1	0	0	0	1	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	5	21.74	472.59
30	Dera	1	0	0	1	1	1	0	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	0	10	43.48	1890.4
		13	13	13	12	14	13	13	13	12	16	12	12	12	17	15	12	16	15	16	12	15	13	15		1365	75690
	p	0.433	0.433	0.433	0.4	0.467	0.433	0.433	0.433	0.4	0.533	0.4	0.4	0.4	0.567	0.5	0.4	0.533	0.5	0.533	0.4	0.5	0.433	0.5			
	q	0.567	0.567	0.567	0.6	0.533	0.567	0.567	0.567	0.6	0.467	0.6	0.6	0.6	0.433	0.5	0.6	0.467	0.5	0.467	0.6	0.5	0.567	0.5			
	pq	0.246	0.246	0.246	0.24	0.249	0.246	0.246	0.246	0.24	0.249	0.24	0.24	0.24	0.246	0.25	0.24	0.249	0.25	0.249	0.24	0.25	0.246	0.25			
	p/q	0.765	0.765	0.765	0.667	0.875	0.765	0.765	0.765	0.667	1.143	0.667	0.667	0.667	1.308	1	0.667	1.143	1	1.143	0.667	1	0.765	1			
	p/q	0.874	0.874	0.874	0.816	0.935	0.874	0.874	0.874	0.816	1.069	0.816	0.816	0.816	1.144	1	0.816	1.069	1	1.069	0.816	1	0.874	1			
	Mp	57.53	56.86	53.18	55.8	55.28	55.85	53.18	57.53	55.8	54.08	59.78	59.78	55.8	53.96	54.78	59.78	52.99	54.2	52.99	56.88	54.49	53.51	54.78			
	Mt	45.51	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5	45.5			
	SDt	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26	21.26			
	Rpbi	0.494	0.467	0.316	0.395	0.43	0.426	0.316	0.495	0.395	0.431	0.549	0.549	0.395	0.455	0.437	0.549	0.377	0.409	0.377	0.437	0.423	0.33	0.437			
	r-critical	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361			
	status	valid	valid	drop	valid	valid	valid	drop	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	drop	valid			

Appendix 3

The Third Step of Post-test Try Out

No	Students	1	5	7	9	11	14	15	17	18	25	26	28	30	32	33	34	35	37	38	40			X	X2
1	ASR	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	2	4	10	100
2	AP	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2	4	10	100
3	AD	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	1	5	25
4	ARM	1	0	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	1	1	1	14	196	70	4900
5	AK	0	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	0	0	0	0	3	9	15	225
6	BK	0	0	1	1	1	0	1	1	1	1	1	0	0	1	0	0	0	0	0	0	9	81	45	2025
7	DK	1	1	0	1	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	14	196	70	4900
8	DDS	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	1	0	0	0	3	9	15	225
9	ENS	1	1	0	0	1	1	0	1	0	1	0	1	1	0	1	1	1	0	1	1	13	169	65	4225
10	FAW	1	0	0	1	1	1	1	1	1	1	1	1	0	1	1	0	1	0	0	0	13	169	65	4225
11	FA	1	0	0	0	0	1	1	1	0	0	1	0	0	0	1	0	1	1	0	0	8	64	40	1600
12	HKAP	0	0	0	0	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	4	16	20	400
13	HS	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	8	64	40	1600
14	IN	0	1	1	1	0	0	1	0	0	0	1	1	1	0	1	1	1	1	1	1	13	169	65	4225
15	K	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	1	0	1	1	1	8	64	40	1600
16	M	1	1	0	1	1	1	0	0	1	1	0	1	1	1	0	1	0	0	1	1	13	169	65	4225
17	MAW	0	1	1	0	1	0	0	1	1	0	0	1	1	1	1	1	1	1	1	1	14	196	70	4900
18	MI	0	0	0	1	0	0	0	1	0	0	0	1	0	0	1	0	1	0	0	0	5	25	25	625
19	N	1	0	1	1	1	1	1	0	1	1	1	0	0	1	1	0	1	0	0	0	12	144	60	3600
20	O	1	1	0	0	0	1	0	1	0	0	0	1	1	0	0	1	0	1	1	1	10	100	50	2500
21	P	1	0	0	0	1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	13	169	65	4225
22	RDP	0	1	0	0	0	0	0	0	0	0	0	0	1	0	1	1	1	0	1	1	7	49	35	1225
23	RA	0	0	1	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	14	196	70	4900
24	RP	1	1	1	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	0	0	13	169	65	4225
25	RYS	0	1	1	1	0	0	0	1	0	0	0	0	1	0	0	1	0	0	1	1	8	64	40	1600
26	SSF	1	1	1	0	0	1	1	0	0	0	1	0	1	0	0	1	0	1	1	1	11	121	55	3025
27	SS	0	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	1	1	1	13	169	65	4225
28	TN	0	0	0	0	1	0	0	0	1	1	0	1	0	1	1	0	1	1	0	0	8	64	40	1600
29	WO	1	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	3	9	15	225
30	YS	1	0	1	1	1	1	1	0	1	1	1	0	0	1	0	0	0	0	0	0	10	100	50	2500
		13	13	12	14	12	13	12	16	10	10	12	17	15	10	16	15	16	13	15	15	269	2959	1345	73975
	p	0.433	0.43	0.4	0.47	0.4	0.433	0.4	0.53	0.33	0.3333	0.4	0.567	0.5	0.333	0.533	0.5	0.53	0.433	0.5	0.5				
	q	0.567	0.57	0.6	0.53	0.6	0.567	0.6	0.47	0.67	0.6667	0.6	0.433	0.5	0.667	0.467	0.5	0.47	0.567	0.5	0.5				
	pq	0.246	0.25	0.24	0.25	0.24	0.246	0.24	0.25	0.22	0.2222	0.24	0.246	0.25	0.222	0.249	0.25	0.25	0.246	0.25	0.25	4.85			
	p/q	0.765	0.76	0.667	0.88	0.67	0.765	0.667	1.14	0.5	0.5	0.667	1.308	1	0.5	1.143	1	1.14	0.765	1	1				
	p/q	0.874	0.87	0.816	0.94	0.82	0.874	0.816	1.07	0.71	0.7071	0.816	1.144	1	0.707	1.069	1	1.07	0.874	1	1				
	Mp	56.54	55.7	55.83	54.6	56.3	56.54	55.42	52.5	60	59.5	55.42	52.65	53.7	59.5	52.19	53.667	52.2	56.92	54	54				
	Mt	44.83	44.8	44.83	44.8	44.8	44.83	44.83	44.8	44.8	44.83	44.83	44.83	44.8	44.83	44.83	44.83	44.8	44.83	44.83	44.83				
	SDt	21.35	21.4	21.35	21.4	21.4	21.35	21.35	21.4	21.4	21.35	21.35	21.35	21.4	21.35	21.35	21.35	21.4	21.35	21.35	21.4				
	Rpbi	0.479	0.45	0.421	0.43	0.44	0.48	0.405	0.38	0.5	0.4859	0.405	0.419	0.41	0.486	0.368	0.4139	0.37	0.495	0.4295	0.43				
	r-critical	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361	0.361				
	status	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid	valid				

The Analysis Reliability of the Instrument for Pre Test

Variance of the total score:

$$V_t / s^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$V_t / s^2 = \frac{2959 - \frac{269^2}{30}}{30}$$

$$V_t / s^2 = \frac{2959 - 2412.03}{30}$$

$$V_t / s^2 = \frac{546.97}{30}$$

$$V_t / s^2 = 18.23$$

$$\begin{aligned} r_{11} &= \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right) \\ &= \left(\frac{20}{20-1} \right) \left(\frac{18.23 - 4.85}{18.23} \right) \\ &= (1.05) \left(\frac{13.38}{18.23} \right) \\ &= (1.05) (0.73) \\ &= 0.77 \end{aligned}$$

So, the reliability of the pre-test is 0.77

The Analysis Reliability of the Instrument for Post Test

Variance of the total score:

$$V_t / s^2 = \frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}$$

$$V_t / s^2 = \frac{2959 - \frac{269^2}{30}}{30}$$

$$V_t / s^2 = \frac{2959 - 2412.03}{30}$$

$$V_t / s^2 = \frac{546.97}{30}$$

$$V_t / s^2 = 18.23$$

$$\begin{aligned} r_{11} &= \left(\frac{k}{k-1} \right) \left(\frac{V_t - \sum pq}{V_t} \right) \\ &= \left(\frac{20}{20-1} \right) \left(\frac{18.23 - 4.85}{18.23} \right) \\ &= (1.05) \left(\frac{13.38}{18.23} \right) \\ &= (1.05) (0.73) \\ &= 0.77 \end{aligned}$$

So, the reliability of the pre-test is 0.77

Appendix 11

The Analysis Normality of Pre-test in the Experimental Class

NO	Kode	1	5	7	9	11	14	15	17	18	25	26	28	33	30	32	35	34	37	38	40				Xi	Xi2	mean	Xi-x	s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
1	E21	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	4	10	100	49.833	-39.83	22.8746	-1.74	0.041	3	0.1	-0.0592	0.0592	
2	E7	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	2	4	10	100	49.833	-39.83	22.8746	-1.74	0.041	3	0.1	-0.0592	0.0592	
3	E13	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0		0	0	0	2	4	10	100	49.833	-39.83	22.8746	-1.74	0.041	3	0.1	-0.0592	0.0592	
4	E16	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	1	4	16	20	400	49.833	-29.83	22.8746	-1.30	0.096	5	0.167	-0.0706	0.0706	
5	E19	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	1	4	16	20	400	49.833	-29.83	22.8746	-1.30	0.096	5	0.167	-0.0706	0.0706
6	E23	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	1	0	0	0	5	25	25	625	49.833	-24.83	22.8746	-1.09	0.139	7	0.233	-0.0945	0.0945	
7	E25	0	0	0	1	1	0	0	0	0	1	0	1	0	0	1	0	0	0	0	0	5	25	25	625	49.833	-24.83	22.8746	-1.09	0.139	7	0.233	-0.0945	0.0945	
8	E2	0	0	0	1	0	0	0	0	0	1	0	0	1	0	1	0	1	0	0	1	6	36	30	900	49.833	-19.83	22.8746	-0.87	0.193	9	0.3	-0.1070	0.1070	
9	E4	0	0	0	1	1	0	0	0	0	1	0	1	0	1	0	0	1	0	0	0	6	36	30	900	49.833	-19.83	22.8746	-0.87	0.193	9	0.3	-0.1070	0.1070	
10	E9	1	1	0	1	0	0	0	0	0	1	0	0	0	1	1	0	0	0	0	1	7	49	35	1225	49.833	-14.83	22.8746	-0.65	0.258	11	0.367	-0.1083	0.1083	
11	E11	1	1	0	1	1	0	0	0	0	1	0	0	1	0	0	0	0	0	0	1	7	49	35	1225	49.833	-14.83	22.8746	-0.65	0.258	11	0.367	-0.1083	0.1083	
12	E15	1	1	0	1	1	0	0	0	0	1	0	1	1	0	1	1	0	1	0	0	10	100	50	2500	49.833	0.17	22.8746	0.01	0.503	14	0.467	0.0362	-0.0362	
13	E20	1	1	0	1	1	0	0	0	0	1	0	0	0	0	1	1	0	1	1	1	10	100	50	2500	49.833	0.17	22.8746	0.01	0.503	14	0.467	0.0362	-0.0362	
14	E28	0	1	0	1	1	0	0	1	1	1	1	1	0	0	1	0	0	0	1	1	10	100	50	2500	49.833	0.17	22.8746	0.01	0.503	14	0.467	0.0362	-0.0362	
15	E29	1	0	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	1	12	144	60	3600	49.833	10.17	22.8746	0.44	0.672	19	0.633	0.0383	-0.0383	
16	E30	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	0	1	0	1	1	12	144	60	3600	49.833	10.17	22.8746	0.44	0.672	19	0.633	0.0383	-0.0383	
17	E1	1	1	1	1	1	0	0	0	0	1	0	0	1	0	1	0	1	1	1	1	12	144	60	3600	49.833	10.17	22.8746	0.44	0.672	19	0.633	0.0383	-0.0383	
18	E3	1	1	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	0	1	1	12	144	60	3600	49.833	10.17	22.8746	0.44	0.672	19	0.633	0.0383	-0.0383	
19	E6	0	0	0	1	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	12	144	60	3600	49.833	10.17	22.8746	0.44	0.672	19	0.633	0.0383	-0.0383	
20	E10	1	1	1	1	1	0	0	1	1	1	0	0	1	0	1	0	1	1	0	1	13	169	65	4225	49.833	15.17	22.8746	0.66	0.746	20	0.667	0.0797	-0.0797	
21	E14	1	1	1	1	1	0	0	0	1	1	0	1	1	1	0	1	1	1	1	1	14	196	70	4900	49.833	20.17	22.8746	0.88	0.811	24	0.8	0.0110	-0.0110	
22	E17	1	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	1	14	196	70	4900	49.833	20.17	22.8746	0.88	0.811	24	0.8	0.0110	-0.0110	
23	E18	1	1	1	1	1	0	0	0	1	1	0	0	1	0	1	1	1	1	1	1	14	196	70	4900	49.833	20.17	22.8746	0.88	0.811	24	0.8	0.0110	-0.0110	
24	E22	1	0	0	0	1	0	1	1	1	1	1	1	1	1	0	1	0	1	1	1	14	196	70	4900	49.833	20.17	22.8746	0.88	0.811	24	0.8	0.0110	-0.0110	
25	E24	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	0	1	1	1	1	15	225	75	5625	49.833	25.17	22.8746	1.10	0.864	30	1	-0.1356	0.1356	
26	E26	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	15	225	75	5625	49.833	25.17	22.8746	1.10	0.864	30	1	-0.1356	0.1356	
27	E27	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	15	225	75	5625	49.833	25.17	22.8746	1.10	0.864	30	1	-0.1356	0.1356	
28	E12	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	15	225	75	5625	49.833	25.17	22.8746	1.10	0.864	30	1	-0.1356	0.1356	
29	E5	1	1	1	1	1	0	1	1	1	1	1	0	0	1	1	0	1	1	0	1	15	225	75	5625	49.833	25.17	22.8746	1.10	0.864	30	1	-0.1356	0.1356	
30	E8	0	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	1	1	0	1	15	225	75	5625	49.833	25.17	22.8746	1.10	0.864	30	1	-0.1356	0.1356	

Lobserve 0.13562215

Lcritical 0.161

Appendix 10

The Analysis Normality of Post-test in the Control Class

NO	Kode	1	3	6	9	11	10	15	16	21	23	25	20	24	26	28	32	35	37	36	39				Xi	Xi2	mean	Xi-x	s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
1	C1	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	4	10	100	52.000	-42.00	24.9344	-1.68	0.04605	2	0.066667	-0.0206	0.0206	
2	C3	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2	4	10	100	52.000	-42.00	24.9344	-1.68	0.04605	2	0.066667	-0.0206	0.0206		
3	C6	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	4	16	20	400	52.000	-32.00	24.9344	-1.28	0.099682	5	0.166667	-0.0670	0.0670	
4	C7	0	0	0	1	0	0	0	0	1	0	0	0	1	0	0	1	0	0	0	0	4	16	20	400	52.000	-32.00	24.9344	-1.28	0.099682	5	0.166667	-0.0670	0.0670	
5	C9	0	0	0	1	1	0	0	0	0	0	0	0	0	1	0	1	0	0	0	0	4	16	20	400	52.000	-32.00	24.9344	-1.28	0.099682	5	0.166667	-0.0670	0.0670	
6	C11	1	0	0	1	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	5	25	25	625	52.000	-27.00	24.9344	-1.08	0.139439	7	0.233333	-0.0939	0.0939	
9	C16	0	0	0	1	1	0	0	1	0	1	0	0	0	0	0	0	1	0	0	0	5	25	25	625	49.464	-27.00	23.7401	-1.08	0.139439	7	0.233333	-0.0939	0.0939	
7	C18	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	0	6	36	30	900	53.448	-22.00	24.0574	-0.88	0.188803	9	0.3	-0.1112	0.1112	
8	C19	0	0	0	1	0	0	0	1	1	1	0	0	0	0	1	1	0	0	0	0	6	36	30	900	53.448	-22.00	24.0574	-0.88	0.188803	9	0.3	-0.1112	0.1112	
10	C20	1	1	0	1	0	0	0	1	1	1	0	0	0	0	0	0	0	0	0	1	8	64	40	1600	52.000	-12.00	24.9344	-0.48	0.315165	12	0.4	-0.0848	0.0848	
11	C22	1	1	0	1	1	0	0	1	0	1	1	0	0	0	0	0	0	0	0	1	8	64	40	1600	52.000	-12.00	24.9344	-0.48	0.315165	12	0.4	-0.0848	0.0848	
12	C2	1	1	0	1	1	0	0	0	0	1	1	1	1	0	0	0	0	0	0	0	8	64	40	1600	52.000	-12.00	24.9344	-0.48	0.315165	12	0.4	-0.0848	0.0848	
16	C4	1	1	1	1	1	0	0	0	0	1	0	0	0	0	1	0	1	0	1	0	9	81	45	2025	48.333	-7.00	23.4110	-0.28	0.389456	14	0.466667	-0.0772	0.0772	
13	C10	1	1	0	1	1	0	1	0	0	1	0	0	0	0	0	1	0	1	1	0	9	81	45	2025	53.448	-7.00	24.0574	-0.28	0.389456	14	0.466667	-0.0772	0.0772	
14	C12	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	0	0	10	100	50	2500	53.448	-2.00	24.0574	-0.08	0.468035	16	0.533333	-0.0653	0.0653	
15	C13	1	0	0	1	1	0	0	0	0	1	0	0	0	1	1	1	1	1	1	0	10	100	50	2500	53.448	-2.00	24.0574	-0.08	0.468035	16	0.533333	-0.0653	0.0653	
17	C15	1	1	1	1	1	0	0	0	0	1	0	1	0	1	1	0	1	1	1	1	14	196	70	4900	52.000	18.00	24.9344	0.72	0.76482	21	0.7	0.0648	-0.0648	
18	C25	1	1	1	1	1	0	0	0	0	1	1	0	1	0	1	1	1	1	1	1	14	196	70	4900	52.000	18.00	24.9344	0.72	0.76482	21	0.7	0.0648	-0.0648	
19	C28	0	0	0	1	1	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	14	196	70	4900	52.000	18.00	24.9344	0.72	0.76482	21	0.7	0.0648	-0.0648	
22	C29	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	14	196	70	4900	49.464	18.00	23.7401	0.72	0.76482	21	0.7	0.0648	-0.0648	
23	C30	1	1	1	1	1	0	0	0	1	0	1	1	1	0	1	0	1	1	1	1	14	196	70	4900	49.464	18.00	23.7401	0.72	0.76482	21	0.7	0.0648	-0.0648	
24	C5	1	0	0	0	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	49.464	23.00	23.7401	0.92	0.821845	26	0.866667	-0.0448	0.0448	
25	C8	0	1	0	1	1	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	15	225	75	5625	49.464	23.00	23.7401	0.92	0.821845	26	0.866667	-0.0448	0.0448	
26	C14	1	0	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1	1	1	15	225	75	5625	49.464	23.00	23.7401	0.92	0.821845	26	0.866667	-0.0448	0.0448	
20	C17	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	59.200	23.00	20.5487	0.92	0.821845	26	0.866667	-0.0448	0.0448	
27	C23	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	1	0	1	1	1	15	225	75	5625	50.517	23.00	23.9920	0.92	0.821845	26	0.866667	-0.0448	0.0448	
30	C24	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	0	1	1	1	1	16	256	80	6400	48.333	28.00	23.4110	1.12	0.86927	29	0.966667	-0.0974	0.0974	
21	C26	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256	80	6400	62.174	28.00	18.5758	1.12	0.86927	29	0.966667	-0.0974	0.0974	
28	C27	1	0	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	1	16	256	80	6400	53.448	28.00	24.0574	1.12	0.86927	29	0.966667	-0.0974	0.0974	
29	C21	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361	95	9025	53.448	43.00	24.0574	1.72	0.957693	30	1	-0.0423	0.0423	

Lobserve	0.1112
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Lcritical 0.161

Appendix 12

The Analysis Normality of Pre-test in the Control Class

NO	Kode	1	5	7	9	11	14	15	17	18	25	26	28	33	30	32	35	34	37	38	40				Xi	Xi2	mean	Xi-x	s	zi	F(zi)	F(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)
1	C1	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	4	10	100	48.833	-38.83	20.4131	-1.90	0.029	2	0.067	-0.0381	0.0381	
2	C3	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	0	2	4	10	100	48.833	-38.83	20.4131	-1.90	0.029	2	0.067	-0.0381	0.0381	
3	C6	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	1	4	16	20	400	48.833	-28.83	20.4131	-1.41	0.079	5	0.167	-0.0878	0.0878	
4	C7	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	1	0	0	0	1	0	4	16	20	400	48.833	-28.83	20.4131	-1.41	0.079	5	0.167	-0.0878	0.0878
5	C9	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	0	1	0	4	16	20	400	48.833	-28.83	20.4131	-1.41	0.079	5	0.167	-0.0878	0.0878	
6	C11	1	0	0	1	0	0	0	0	0	0	0	0	0	1	1	0	0	1	1	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178	9	0.3	-0.1219	0.1219	
7	C16	0	0	0	1	1	0	0	0	1	0	0	1	0	0	1	0	0	0	1	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178	9	0.3	-0.1219	0.1219	
8	C18	0	0	0	1	0	0	0	1	1	1	0	0	1	0	0	0	1	0	0	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178	9	0.3	-0.1219	0.1219	
9	C19	0	0	0	1	1	0	0	1	1	0	0	1	0	0	0	0	1	0	0	0	6	36	30	900	48.833	-18.83	20.4131	-0.92	0.178	9	0.3	-0.1219	0.1219	
10	C20	1	1	0	1	0	0	0	1	1	1	0	0	0	1	0	0	0	0	0	0	7	49	35	1225	48.833	-13.83	20.4131	-0.68	0.249	10	0.333	-0.0843	0.0843	
11	C22	1	1	0	1	1	0	0	1	0	0	1	0	0	0	0	0	1	0	1	0	8	64	40	1600	48.833	-8.83	20.4131	-0.43	0.333	11	0.367	-0.0341	0.0341	
12	C2	1	1	0	1	1	0	0	0	0	1	0	1	1	0	1	0	0	0	1	1	10	100	50	2500	48.833	1.17	20.4131	0.06	0.523	13	0.433	0.0895	-0.0895	
13	C4	1	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	1	0	0	1	10	100	50	2500	48.833	1.17	20.4131	0.06	0.523	13	0.433	0.0895	-0.0895	
14	C10	0	1	0	1	1	0	0	0	1	1	1	0	1	1	0	0	1	1	0	1	11	121	55	3025	48.833	6.17	20.4131	0.30	0.619	19	0.633	-0.0146	0.0146	
15	C12	1	0	0	1	1	0	0	0	0	1	0	0	1	1	1	1	1	1	1	0	11	121	55	3025	48.833	6.17	20.4131	0.30	0.619	19	0.633	-0.0146	0.0146	
16	C13	1	1	1	1	1	0	0	0	1	1	0	0	0	0	1	1	0	1	0	1	11	121	55	3025	48.833	6.17	20.4131	0.30	0.619	19	0.633	-0.0146	0.0146	
17	C15	1	1	1	1	1	0	0	0	0	1	0	1	1	1	0	0	1	1	0	0	11	121	55	3025	48.833	6.17	20.4131	0.30	0.619	19	0.633	-0.0146	0.0146	
18	C25	1	1	1	1	1	0	0	0	0	1	1	1	1	0	1	0	1	0	0	0	11	121	55	3025	48.833	6.17	20.4131	0.30	0.619	19	0.633	-0.0146	0.0146	
19	C28	0	0	0	1	1	0	0	1	0	1	0	1	1	1	1	1	1	0	0	1	11	121	55	3025	48.833	6.17	20.4131	0.30	0.619	19	0.633	-0.0146	0.0146	
20	C29	1	1	1	1	1	0	0	0	0	1	0	0	0	1	1	1	0	1	1	1	13	169	65	4225	48.833	16.17	20.4131	0.79	0.786	23	0.767	0.0191	-0.0191	
21	C30	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	13	169	65	4225	48.833	16.17	20.4131	0.79	0.786	23	0.767	0.0191	-0.0191	
22	C5	1	1	1	1	0	0	0	0	0	1	0	1	1	1	1	1	1	1	1	0	13	169	65	4225	48.833	16.17	20.4131	0.79	0.786	23	0.767	0.0191	-0.0191	
23	C8	1	1	1	1	1	0	0	0	1	0	0	0	1	1	1	1	1	1	0	1	13	169	65	4225	48.833	16.17	20.4131	0.79	0.786	23	0.767	0.0191	-0.0191	
24	C14	1	0	0	0	1	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.85	28	0.933	-0.0832	0.0832	
25	C17	0	1	0	1	1	0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.85	28	0.933	-0.0832	0.0832	
26	C23	1	0	1	1	1	0	1	1	1	0	1	1	0	1	0	0	1	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.85	28	0.933	-0.0832	0.0832	
27	C24	1	0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	1	1	1	14	196	70	4900	48.833	21.17	20.4131	1.04	0.85	28	0.933	-0.0832	0.0832	
28	C26	1	0	1	1	1	0	1	1	1	1	1	1	0	1	0	1	1	0	1	0	14	196	70	4900	48.833	21.17	20.4131	1.04	0.85	28	0.933	-0.0832	0.0832	
29	C27	1	1	1	1	1	0	1	1	1	1	1	0	1	1	1	1	1	0	0	0	15	225	75	5625	48.833	26.17	20.4131	1.28	0.9	30	1	-0.0999	0.0999	
30	C21	0	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	0	0	1	15	225	75	5625	48.833	26.17	20.4131	1.28	0.9	30	1	-0.0999	0.0999	

Lobserve 0.121894582
Lcritical 0.161

Appendix 12

The Analysis Normality of Post-test in the Experimental Class

NO	Kode	1	3	6	9	11	10	15	16	21	23	25	20	24	26	28	32	35	37	36	39			Xi	Xi2	mean	Xi-x	s	zi	F(zi)	f(kum)	S(zi)	F(zi)-S(zi)	F(zi) - S(zi)	
1	E21	0	0	0	1	0	0	0	0	0	0	1	0	0	1	1	0	0	1	0	1	6	36	30	900	65.000	-35.00	19.7833	-1.77	0.03843	2	0.066667	-0.0282	0.0282	
2	E7	0	0	0	0	0	0	0	0	1	1	1	0	0	1	1	0	0	0	0	1	6	36	30	900	65.000	-35.00	19.7833	-1.77	0.03843	2	0.066667	-0.0282	0.0282	
3	E13	0	0	0	1	1	0	0	0	1	1	1	1	0	0	0	0	0	0	0	1	7	49	35	1225	65.000	-30.00	19.7833	-1.52	0.06471	3	0.1	-0.0353	0.0353	
4	E16	0	0	0	1	0	0	0	0	1	0	0	1	1	0	1	0	0	1	1	1	8	64	40	1600	65.000	-25.00	19.7833	-1.26	0.10317	5	0.166667	-0.0635	0.0635	
5	E19	0	0	0	0	1	1	0	0	0	0	1	1	1	1	1	0	1	0	0	1	8	64	40	1600	65.000	-25.00	19.7833	-1.26	0.10317	5	0.166667	-0.0635	0.0635	
6	E23	1	0	0	1	0	0	0	0	0	1	0	0	1	1	1	1	0	1	1	1	0	9	81	45	2025	65.000	-20.00	19.7833	-1.01	0.15602	8	0.266667	-0.1106	0.1106
7	E25	0	0	0	1	1	0	0	0	1	0	0	1	0	1	1	1	0	0	1	1	9	81	45	2025	65.000	-20.00	19.7833	-1.01	0.15602	8	0.266667	-0.1106	0.1106	
8	E2	0	0	0	1	0	1	1	1	1	1	0	0	0	1	1	1	0	0	0	9	81	45	2025	65.000	-20.00	19.7833	-1.01	0.15602	8	0.266667	-0.1106	0.1106		
9	E4	0	1	0	1	1	0	0	1	1	0	1	1	0	0	0	0	0	1	0	1	10	100	50	2500	65.000	-15.00	19.7833	-0.76	0.22416	11	0.366667	-0.1425	0.1425	
10	E9	1	1	0	1	0	0	0	1	1	1	0	0	0	1	1	0	0	1	1	0	10	100	50	2500	65.000	-15.00	19.7833	-0.76	0.22416	11	0.366667	-0.1425	0.1425	
11	E11	1	1	0	1	1	0	1	1	0	1	1	0	0	1	0	0	0	0	0	1	10	100	50	2500	65.000	-15.00	19.7833	-0.76	0.22416	11	0.366667	-0.1425	0.1425	
12	E15	1	1	0	1	1	0	0	0	0	1	0	1	1	0	1	0	1	1	1	1	12	144	60	3600	65.000	-5.00	19.7833	-0.25	0.40024	13	0.433333	-0.0331	0.0331	
13	E20	1	1	0	1	1	0	1	0	0	1	0	0	0	0	1	1	1	1	1	1	12	144	60	3600	65.000	-5.00	19.7833	-0.25	0.40024	13	0.433333	-0.0331	0.0331	
14	E28	0	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	1	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
15	E29	1	0	0	1	1	0	0	1	1	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
16	E30	1	1	1	1	1	0	0	0	1	1	0	0	1	1	1	1	1	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
17	E1	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
18	E3	1	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	0	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
19	E6	0	0	0	1	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
20	E10	1	1	1	1	1	0	0	0	0	1	0	1	1	1	1	1	1	1	1	1	15	225	75	5625	65.000	10.00	19.7833	0.51	0.69339	20	0.666667	0.0267	-0.0267	
21	E14	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	1	1	1	1	1	16	256	80	6400	65.000	15.00	19.7833	0.76	0.77584	25	0.833333	-0.0575	0.0575	
22	E17	1	1	1	1	0	0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256	80	6400	65.000	15.00	19.7833	0.76	0.77584	25	0.833333	-0.0575	0.0575	
23	E18	1	1	1	1	1	0	1	0	1	1	0	0	1	1	1	1	1	1	1	1	16	256	80	6400	65.000	15.00	19.7833	0.76	0.77584	25	0.833333	-0.0575	0.0575	
24	E22	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	16	256	80	6400	65.000	15.00	19.7833	0.76	0.77584	25	0.833333	-0.0575	0.0575	
25	E24	0	1	0	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	16	256	80	6400	65.000	15.00	19.7833	0.76	0.77584	25	0.833333	-0.0575	0.0575	
26	E26	1	0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	17	289	85	7225	65.000	20.00	19.7833	1.01	0.84398	28	0.933333	-0.0894	0.0894	
27	E27	1	0	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	17	289	85	7225	65.000	20.00	19.7833	1.01	0.84398	28	0.933333	-0.0894	0.0894	
28	E12	1	0	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	17	289	85	7225	65.000	20.00	19.7833	1.01	0.84398	28	0.933333	-0.0894	0.0894	
29	E5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	19	361	95	9025	65.000	30.00	19.7833	1.52	0.93529	30	1	-0.0647	0.0647	
30	E8	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	19	361	95	9025	65.000	30.00	19.7833	1.52	0.93529	30	1	-0.0647	0.0647	

Lobserve 0.142506

Lcritical 0.161

Appendix 13 The Homogenyty Test of Control Class and Experimental Class

Control Class					Experimental class				
Kode	Pre test	Y2	Post test	Y2	Kode	Pre Test	Y2	Post Test	Y2
C1	10	100	10	100	E21	10	100	30	900
C3	10	100	10	100	E7	10	100	30	900
C6	20	400	20	400	E13	10	100	35	1225
C7	20	400	20	400	E16	20	400	40	1600
C9	20	400	20	400	E19	20	400	40	1600
C11	30	900	25	625	E23	25	625	45	2025
C16	30	900	25	625	E25	25	625	45	2025
C18	30	900	30	900	E2	30	900	45	2025
C19	30	900	30	900	E4	30	900	50	2500
C20	35	1225	40	1600	E9	35	1225	50	2500
C22	40	1600	40	1600	E11	35	1225	50	2500
C2	50	2500	40	1600	E15	50	2500	60	3600
C4	50	2500	45	2025	E20	50	2500	60	3600
C10	55	3025	45	2025	E28	50	2500	75	5625
C12	55	3025	50	2500	E29	60	3600	75	5625
C13	55	3025	50	2500	E30	60	3600	75	5625
C15	55	3025	70	4900	E1	60	3600	75	5625
C25	55	3025	70	4900	E3	60	3600	75	5625
C28	55	3025	70	4900	E6	60	3600	75	5625
C29	65	4225	70	4900	E10	65	4225	75	5625
C30	65	4225	70	4900	E14	70	4900	80	6400
C5	65	4225	75	5625	E17	70	4900	80	6400
C8	65	4225	75	5625	E18	70	4900	80	6400
C14	70	4900	75	5625	E22	70	4900	80	6400
C17	70	4900	75	5625	E24	75	5625	80	6400
C23	70	4900	75	5625	E26	75	5625	85	7225
C24	70	4900	80	6400	E27	75	5625	85	7225
C26	70	4900	80	6400	E12	75	5625	85	7225
C27	75	5625	80	6400	E5	75	5625	95	9025
C21	75	5625	95	9025	E8	75	5625	95	9025
Σ	1465	83625	1560	99150	Σ	1495	89675	1950	138100
X (Mean)	49		52		X (Mean)	50		65	
Median	55		50		Median	60		75	
S	20.413118		24.9344		S	22.8746		19.78331	
S2	416.6954		621.7241		S2	523.2471		391.3793	

Appendix 15 The Table Analysis of Hypothesis

Control Class					
NO	Kode	Pre-Test	Post-Test	Gain (Y)	Y2
1	C1	10	10	0	0
2	C3	10	10	0	0
3	C6	20	20	0	0
4	C7	20	20	0	0
5	C9	20	20	0	0
6	C11	30	25	-5	25
7	C16	30	25	-5	25
8	C18	30	30	0	0
9	C19	30	30	0	0
10	C20	35	40	5	25
11	C22	40	40	0	0
12	C2	50	40	-10	100
13	C4	50	45	-5	25
14	C10	55	45	-10	100
15	C12	55	50	-5	25
16	C13	55	50	-5	25
17	C15	55	70	15	225
18	C25	55	70	15	225
19	C28	55	70	15	225
20	C29	65	70	5	25
21	C30	65	70	5	25
22	C5	65	75	10	100
23	C8	65	75	10	100
24	C14	70	75	5	25
25	C17	70	75	5	25
26	C23	70	75	5	25
27	C24	70	80	10	100
28	C26	70	80	10	100
29	C27	75	80	5	25
30	C21	75	95	20	400
	Σ	1465	1560	95	1975
	My	3.2			

Experimental Class					
NO	Kode	Pre-Test	Post-Test	Gain (X)	X2
1	E21	10	30	20	400
2	E7	10	30	20	400
3	E13	10	35	25	625
4	E16	20	40	20	400
5	E19	20	40	20	400
6	E23	25	45	20	400
7	E25	25	45	20	400
8	E2	30	45	15	225
9	E4	30	50	20	400
10	E9	35	50	15	225
11	E11	35	50	15	225
12	E15	50	60	10	100
13	E20	50	60	10	100
14	E28	50	75	25	625
15	E29	60	75	15	225
16	E30	60	75	15	225
17	E1	60	75	15	225
18	E3	60	75	15	225
19	E6	60	75	15	225
20	E10	65	75	10	100
21	E14	70	80	10	100
22	E17	70	80	10	100
23	E18	70	80	10	100
24	E22	70	80	10	100
25	E24	75	80	5	25
26	E26	75	85	10	100
27	E27	75	85	10	100
28	E12	75	85	10	100
29	E5	75	95	20	400
30	E8	75	95	20	400
	Σ	1495	1950	455	7675
	Mx	15.17			

Appendix 17. The Score of Experimental Class and Control Class

NO	Control Class		
	Kode	Pre-Test	Post-Test
1	C1	10	10
2	C3	10	10
3	C6	10	20
4	C7	20	20
5	C9	20	20
6	C11	25	25
7	C16	25	25
8	C18	30	30
9	C19	30	30
10	C20	35	40
11	C22	35	40
12	C2	50	40
13	C4	50	45
14	C10	50	45
15	C12	60	50
16	C13	60	50
17	C15	60	70
18	C25	60	70
19	C28	60	70
20	C29	65	70
21	C30	70	70
22	C5	70	75
23	C8	70	75
24	C14	70	75
25	C17	75	75
26	C23	75	75
27	C24	75	80
28	C26	75	80
29	C27	75	80
30	C21	75	95

NO	Experimental Class		
	Kode	Pre-Test	Post-Test
1	E21	10	30
2	E7	10	30
3	E13	20	35
4	E16	20	40
5	E19	20	40
6	E23	30	45
7	E25	30	45
8	E2	30	45
9	E4	30	50
10	E9	35	50
11	E11	40	50
12	E15	50	60
13	E20	50	60
14	E28	55	75
15	E29	55	75
16	E30	55	75
17	E1	55	75
18	E3	55	75
19	E6	55	75
20	E10	65	75
21	E14	65	80
22	E17	65	80
23	E18	65	80
24	E22	70	80
25	E24	70	80
26	E26	70	85
27	E27	70	85
28	E12	70	85
29	E5	75	95
30	E8	75	95

Appendix 16: The Hypothetical Test by Using Independent T-test

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 7675 - \frac{(455)^2}{30}$$

$$= 7675 - 6900.83$$

$$= 774.17$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$= 1975 - \frac{(95)^2}{30}$$

$$= 1975 - 300.83$$

$$= 1674.17$$

$$t = \frac{|M_x - M_y|}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}}$$

$$= \frac{|15.17 - 3.2|}{\sqrt{\left(\frac{7675 + 1975}{30 + 30 - 2} \right) \left(\frac{1}{30} + \frac{1}{30} \right)}}$$

$$= \frac{11.97}{\sqrt{\left(\frac{9650}{58} \right) \left(\frac{2}{30} \right)}}$$

$$= \frac{11.97}{\sqrt{(166.4)(0.06)}} = \sqrt{10}$$

$$= 3.7$$

$$\begin{aligned}
 df &= (N_x + N_y - 2) \\
 &= (30 + 30 - 2) \\
 &= 58
 \end{aligned}$$

The result of the T-test was 3.7 while the db (number of sample from both control class and experimental class subtracted by 2 was 58), so that the result of $t_{0.05}$ was between 1.67 – 1.68. From this, it can be seen that the result of T-test is significant in the range of 0.05. In this case, H_a was accepted. Then, it can be assumed that there was significant influence of using Fan-N-Pick technique towards students' vocabulary at the first semester of MTs Al-Hidayah Srikuncoro in 2015/ 2016 academic year.

APPENDIX XIX

The Homogeneity Test of the Experimental Class and Control Class

a. The Homogeneity Test of Experimental Class:

$$F_{observed} = \frac{\text{The biggest variants}}{\text{The smallest variants}}$$

$$F = \frac{523.25}{391.38}$$

$$F = 1.34$$

b. The Homogeneity Test of Control Class:

$$F_{observed} = \frac{\text{The biggest variants}}{\text{The smallest variants}}$$

$$F = \frac{621.72}{416.70}$$

$$F = 1.50$$

$$dk1 = 30 - 1 = 29$$

$$dk2 = 30 - 1 = 29$$

$$F_{0.05} = 1.84$$

Ho accepted if $F_{observed} \leq F_{critical}$

Ho refused if $F_{observed} > F_{critical}$

$$\text{Experimental class} = 1.34 \leq 1.84$$

$$\text{Control class} = 1.50 \leq 1.84$$

Based on the Fisher table, it was found that $F_{0.05} = 1.84$, so that, the score of

$F_{observed} \leq F_{critical}$. It means that the data gained came from homogeneous data.

SILABUS

Sekolah : MTS. Al Hidayah Srikuncoro Semaka Tanggamus
 Kelas : VIII (Delapan)
 Mata Pelajaran : BAHASA INGGRIS
 Semester : 1 (SATU)

Standar Kompetensi : **Menulis**

6. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *descriptive*, dan *recount* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek berupa : - Undangan - Pengumuman - Pesan Singkat	1. Tanya jawab berbagai hal terkait tema/topik teks fungsional yang akan dibahas 2. Penguatan kembali kosakata dan tata bahasa terkait jenis teks fungsional 3. Menulis kalimat sederhana terkait jenis teks 4. Menulis teks fungsional	<ul style="list-style-type: none"> Melengkapi rumpang teks fungsional pendek Meyusun kata menjadi teks fungsional yang bermakna Menulis teks fungsional pendek 	Tes tulis	Essay	1. Write simple sentences based on the situation given. 2. Write an invitation/ an announcement / message based on the situation given.	5 x 40 menit	1. Buku teks yang relevan Contoh undangan, pengumuman, SMS 2. Gambar yang relevan
				Tes tulis	Completion	<ul style="list-style-type: none"> Complete the 	5 x 40 menit	

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
6.2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk <i>descriptive</i> dan <i>recount</i>	Teks rumpang berbentuk - <i>descriptive</i> - <i>recount</i>	pendek berdasarkan konteks	teks esai pendek berbentuk <i>descriptive</i> Melengkapi rumpang teks esai pendek berbentuk <i>recount</i>	Tes tulis	<i>Jumbled sentences</i>	<i>paragraph using the suitable words.</i>		relevan 2. Gambar terkait tema/topik 3. Benda-benda sekitar
	Kalimat acak	<ol style="list-style-type: none"> Review ungkapan-ungkapan yang mendeskripsikan benda, orang atau tempat. Menulis kalimat yang mendeskripsikan benda, tempat, orang atau binatang berdasarkan gambar/realia. Melengkapi rumpang dalam teks deskriptif dengan kata yang tepat. Menyusun kalimat acak menjadi teks deskriptif yang terpadu. Membuat draft teks deskriptif secara mandiri. Mengekspos teks descriptive 	<ul style="list-style-type: none"> Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>descriptive</i> Menyusun kalimat menjadi teks yang bermakna dalam bentuk <i>recount</i> Menulis teks esai dalam bentuk <i>descriptive</i>. Menulis teks esai dalam bentuk <i>recount</i>. 			<ul style="list-style-type: none"> <i>Rearrange the following sentences correctly.</i> <i>Write an essay describing something or a certain place.</i> 		

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		yang ditulis di kelas.						

Bandar Lampung 01 September 2015

Guru Mata Pelajaran,

Mahasiswa PPL,

Winarko, S.Pd

Arum Permatasari

**Mengetahui,
Kepala MTs. Al Hidayah Srikuncoro Semaka Tanggamus**

Khairudin, S.Pd.I

APPENDIX XXVIII

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) FOR EXPERIMENTAL CLASS

Satuan Pendidikan	: MTs AL-HDAYAH SRIKUNCORO
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII /1
Pertemuan ke/skill	: 1/Membaca
Tema	: Place and building
Alokasi Waktu	: 2 X 45

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

- Mengidentifikasi makna kata-kata yang berhubungan dengan place and building.
- Mengidentifikasi berbagai informasi yang berhubungan dengan place and building
- Siswa dapat menjelaskan dan mengungkapkan kosakata yang berhubungan dengan place and building

D. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi makna kata-kata yang berhubungan dengan place and building.
- Siswa dapat memahami dan menulis kata yang berhubungan dengan place and building.
- Siswa dapat mendeskripsikan dan mengungkapkan kata yang berhubungan dengan pekerjaan.

E. MATERI PEMBELAJARAN

In the house :

- Living room
- Dining room
- Bathroom
- Cupboard
- Guest room
- Bedroom

Out of the house:

- | | |
|----------------|--------------|
| a. Coffe shop | f. Bookstore |
| b. Drugstore | g. Bank |
| c. Hotel | h. Market |
| d. Restaurant | i. airport |
| e. Supermarket | |

F. METODE PEMBELAJARAN

- Technique : Fan-N-Pick

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Vidio, Gambar
- Alat : spidol
- Sumber belajar : Buku teks yang relavant

H. LANGKAH - LANGKAH PEMBELAJARAN

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre activity) a) Siswa diminta berdoa terlebih dahulu sebelum pelajaran dimulai b) Siswa di suruh menyiapkan peralatan untuk belajar, setelah semua di siapkan siswa disuruh memperhatikan penjelasan guru. c) Siswa diberi motivasi oleh guru. d) Siswa diberi penjelasan tentang apa yang akan dilakukan atau pelajari. e) Siswa diajukan pertanyaan secara komunikatif berkaitan dengan materi.	10 menit

[illegible]

	<p>b) Siswa dijelaskan tentang tahapan-tahapan yang akan dilakukan dalam proses belajar menggunakan Fan-N-Pick technique.</p> <p>c) Siswa membuat kelompok setiap kelompok terdiri dari tiga orang dan setiap kelompok diberi satu set kartu yang berisi 12 kartu.</p> <p>d) Siswa A memegang kartu di dalam kartu berisi clue tentang occupation kemudian kartu di pegang berbentuk kipas seperti “magic and trick”</p> <p>e) Siswa B mengambil salah satu kartu lalu membaca clue yang ada di kartu tersebut .</p> <p>f) Siswa C menebak berdasarkan clue jadi siswa C membutuhkan konsentrasi penuh dalam menebak berdasarkan clue yang dibacakan siswa B dalam waktu 2 menit.</p> <p>g) Siswa A dan B berbicara jika terjawab dengan benar.</p> <p>h) Kartu berpindah tangan, kemudian siswa menentukan menjadi student A, B or C.</p>	<p>F</p> <p>A</p> <p>N</p> <p>-</p> <p>N</p> <p>-</p> <p>P</p> <p>I</p> <p>C</p> <p>K</p>
--	--	---

	<p>3. Konfirmasi</p> <p>a. Siswa diminta untuk mempresentasikan hasil kosa kata yang mereka dapat sesuai tema pembelajaran</p> <p>b. Siswa dibantu guru memperbaiki kesalahan kesalan dalam mengartikan kosa kata.</p>	10 menit
4	<p>Penutup</p> <p>(Post activity)</p> <p>a. Siswa diberi refleksi dengan diajukan pertanyaan dari kegiatan yang sudah dilaksanakan apakah siswa memahami tentang noun yang terdiri dari single word, compound word, and complex word.</p> <p>b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya .</p> <p>c. Membuat kesimpulan tentang materi yang telah dipelajari.</p> <p>d. Mengakhiri pelajaran dengan membaca doa dan salam.</p>	10 menit

I. PENILAIAN

- a. Bentuk : Tertulis
- b. Instrument :

Task 1. Answer the following questions with correct answers

1. If you want to brush your tooth, where will you go?
2. I will go to Jakarta by plane, so, I must go to..... the first .
3. In the..... we are eating.
4. A mechanic works in.....
5. My mother buys vegetables in.....
6. I was sleepy, I must go to.....
7. Ranti needs some books for her collection, she goes to.....
8. Andi needs medicine. He goes to.....
9. We take a bath in the.....
10. She delivers her letter by.....

Key Answer

1. Bathroom
2. Airport
3. Dining room
4. Workshop
5. Supermarket
6. Bedroom
7. Bookstore
8. Drugstore
9. Bathroom
10. Post office

J. PEDOMAN PENILAIAN

- Tiap jawaban benar score 10
- Score maksimal 10
- Nilai maksimal 100
- Nilai siswa :

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

Bandar Lampung, 22 Oktober 2015

Guru Mapel Bahasa Inggris

Mahasiswa PPL

(Winarko, S.Pd)

(Arum Permatasari)
NPM. 1111040043

Mengetahui,
Kepala MTs Al-Hidayah Srikuncoro

(Khoirudin, S.Pd.I)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
FOR EXPERIMENTAL CLASS

Satuan Pendidikan	: MTs AL-HDAYAH SRIKUNCORO
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII /1
Pertemuan ke/skill	: 2/membaca
Tema	: occupation
Alokasi Waktu	: 2 X 45

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

- Mengidentifikasi makna kata-kata yang berhubungan dengan occupation
- Mengidentifikasi berbagai informasi yang berhubungan dengan occupation
- Siswa dapat menjelaskan dan mengungkapkan kosakata dengan occupation

D. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi makna kata-kata yang berhubungan dengan occupation.
- Siswa dapat memahami dan menulis kata yang berhubungan dengan occupation.
- Siswa dapat mendeskripsikan dan mengungkapkan kata yang berhubungan dengan occupation.

E. MATERI PEMBELAJARAN

Kind of occupation

- | | |
|---------------|----------------|
| a. Journalist | g. Carpenter |
| b. Comedian | h. Engineer |
| c. Teacher | i. Singer |
| d. Presenter | j. Designer |
| e. Writer | k. Lawyer |
| f. Producer | l. Farmer, etc |

Function of occupation

- Journalist : person who work of writing for newspapers, television, magazines or radio.
- Comedian : entertainer who makes people laugh by telling jokes, etc.
- Teacher : person who teaches, especially in a school.
- Presenter : person who introduces the different sections of a radio or television programme.
- Writer : person who has writing a particular thing.

F. METODE PEMBELAJARAN

- Technique : Fan-N-Pick

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Vidio, Gambar
- Alat : spidol
- Sumber belajar : buku teks yang relavant

H. LANGKAH - LANGKAH PEMBELAJARAN

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre activity) a) Siswa diminta berdoa terlebih dahulu sebelum pelajaran dimulai b) Siswa di suruh menyiapkan peralatan untuk belajar, setelah semua di siapkan siswa disuruh memperhatikan penjelasan guru. c) Siswa diberi motivasi oleh guru. d) Siswa diberi penjelasan tentang apa yang akan dilakukan atau pelajari. e) Siswa diajukan pertanyaan secara komunikatif berkaitan dengan materi.	10 menit

2	Inti (while activity)	
	<p>1. Eksplorasi</p> <ul style="list-style-type: none"> a) Siswa diberi pertanyaan apakah mereka pernah mendengar atau membaca tentang noun dan mendeskripsikan tentang noun. b) Siswa diminta memberikan contoh mengenai noun yang pernah mereka ketahui sebelumnya. c) Berdasarkan hasil pemikiran siswa di kelas, siswa diberi pengertian dan contoh kosa kata tentang noun yang terdiri dari single words, compound words, complex word sesuai tema pembelajaran. <p>2. Elaborasi</p> <ul style="list-style-type: none"> a. Siswa diberi contoh dan penjelasan noun yang terdiri dari single words, compound words, complex words sesuai tema pembelajaran dengan menggunakan Fan-N-Pick Technique. 	<p>15 menit</p> <p>45 menit</p>

	<p>b) Siswa dijelaskan tentang tahapan-tahapan yang akan dilakukan dalam proses belajar menggunakan Fan-N-Pick technique.</p> <p>c) Siswa membuat kelompok setiap kelompok terdiri dari tiga orang dan setiap kelompok diberi satu set kartu yang berisi 12 kartu.</p> <p>d) Siswa A memegang kartu di dalam kartu berisi clue tentang occupation kemudian kartu di pegang berbentuk kipas seperti “magic and trick”</p> <p>e) Siswa B mengambil salah satu kartu lalu membaca clue yang ada di kartu tersebut .</p> <p>f) Siswa C menebak berdasarkan clue jadi siswa C membutuhkan konsentrasi penuh dalam menebak berdasarkan clue yang dibacakan siswa B dalam waktu 2 menit.</p> <p>g) Siswa A dan B berbicara jika terjawab dengan benar.</p> <p>h) Kartu berpindah tangan, kemudian siswa menentukan menjadi student A, B or C.</p>	<p>F</p> <p>A</p> <p>N</p> <p>-</p> <p>N</p> <p>-</p> <p>P</p> <p>I</p> <p>C</p> <p>K</p>
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	<p>3. Konfirmasi</p> <p>a. Siswa diminta untuk mempresentasikan hasil kosa kata yang mereka dapat sesuai tema pembelajaran</p> <p>b. Siswa dibantu guru memperbaiki kesalahan kesalahan dalam mengartikan kosa kata.</p>	10 menit
4	<p>Penutup</p> <p>(Post activity)</p> <p>a. Siswa diberi refleksi dengan diajukan pertanyaan dari kegiatan yang sudah dilaksanakan apakah siswa memahami tentang noun yang terdiri dari single word, compound word, and complex word.</p> <p>b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya .</p> <p>c. Membuat kesimpulan tentang materi yang telah dipelajari.</p> <p>d. Mengakhiri pelajaran dengan membaca doa dan salam.</p>	10 menit

I. PENILAIAN

- a) Bentuk : Tertulis
- b) Instrument :

Task 1. Answer the following questions with correct answers

1. The person who was able to convince the judge of the man innocence is.....
2. His..... has done his dress.
3. Afgan is a singer. He gets his song from Bebi Romeo. Bebi Romeo is.....
4. Mr Rudi has car bussiness. He is a.....
5. Choky sitohang becomes a.....in one television programe. He introduces the different setcions of event on television programe.
6. He prepares and cooks foods . He work in the kitchen. He is.....
7. Rony and his friends. Go to laboratory everyday, they are.....
8. Someone who drives a vehicle, he is a.....
9. Komeng is professional performer who tell jokes, he is a.....
10. Someone who reports news for newspaper is.....

Key Answer

1. Lawyer
2. Designer
3. Composer
4. Businessman
5. Presenter
6. Chef
7. Scientist
8. Driver
9. Comedian
10. Reporter

J. PEDOMAN PENILAIAN

- Tiap jawaban benar score 10
- Score maksimal 10
- Nilai maksimal 100
- Nilai siswa :

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

Bandar Lampung, 27 Oktober 2015

Guru Mapel Bahasa Inggris

Mahasiswa PPL

(Winarko, S.Pd)

(Arum Permatasari)
NPM. 1111040043

Mengetahui,
Kepala MTs Al-Hidayah Srikuncoro

(Khoirudin, S.Pd.I)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
FOR EXPERIMENTAL CLASS

Satuan Pendidikan	: MTs AL-HDAYAH SRIKUNCORO
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII /1
Pertemuan ke/skill	: 3/Membaca
Tema	: Animal
Alokasi Waktu	: 2 X 45

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

- Mengidentifikasi makna kata-kata yang berhubungan dengan Animal
- Mengidentifikasi berbagai informasi yang berhubungan dengan Animal
- Siswa dapat menjelaskan dan mengungkapkan kosakata yang berhubungan dengan Animal

D. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi makna kata-kata yang berhubungan dengan Animal.
- Siswa dapat memahami dan menulis kata yang berhubungan dengan Animal
- Siswa dapat mendeskripsikan dan mengungkapkan kata yang berhubungan Animal.

E. MATERI PEMBELAJARAN

Kind of Animal

a. Wild animal

Example : tiger, eagle, crocodile, lion, snake, zebra, leopard, horse, etc.

b. Domestic animal

Example : duck, cat, butterfly, fish, cow, goat, etc.

Animals live in the water : fish, shark, goldfish, dolphin. etc

Amphibian : frog, crocodile, etc

Mammal : cow, goat, cat, etc.

F. METODE PEMBELAJARAN

- Technique : Fan-N-Pick

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Vidio, Gambar
- Alat : spidol
- Sumber belajar : buku teks yang relavant

H. LANGKAH - LANGKAH PEMBELAJARAN

No	Kegiatan	Alokasi Waktu
1	<p>Pendahuluan (pre activity)</p> <p>a) Siswa diminta berdoa terlebih dahulu sebelum pelajaran dimulai</p> <p>b) Siswa di suruh menyiapkan peralatan untuk belajar, setelah semua di siapkan siswa disuruh memperhatikan penjelasan guru.</p> <p>c) Siswa diberi motivasi oleh guru.</p> <p>d) Siswa diberi penjelasan tentang apa yang akan dilakukan atau pelajari.</p> <p>e) Siswa diajukan pertanyaan secara komunikatif berkaitan dengan materi.</p>	10 menit

<p>2</p>	<p>Inti (while activity)</p> <p>1. Eksplorasi</p> <p>a) Siswa diberi pertanyaan apakah mereka pernah mendengar atau membaca tentang noun dan mendeskripsikan tentang noun.</p> <p>b) Siswa diminta memberikan contoh mengenai noun yang pernah mereka ketahui sebelumnya.</p> <p>c) Berdasarkan hasil pemikiran siswa di kelas, siswa diberi pengertian dan contoh kosa kata tentang noun yang terdiri dari single words, compound words, complex word sesuai tema pembelajaran.</p> <p>2. Elaborasi</p> <p>a. Siswa diberi contoh dan penjelasan noun yang terdiri dari single words, compound words, complex words sesuai tema pembelajaran dengan menggunakan Fan-N-Pick Technique.</p>	<p>15 menit</p> <p>45 menit</p>
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	<p>b) Siswa dijelaskan tentang tahapan-tahapan yang akan dilakukan dalam proses belajar menggunakan Fan-N-Pick technique.</p> <p>c) Siswa membuat kelompok setiap kelompok terdiri dari tiga orang dan setiap kelompok diberi satu set kartu yang berisi 12 kartu.</p> <p>d) Siswa A memegang kartu di dalam kartu berisi clue tentang occupation kemudian kartu di pegang berbentuk kipas seperti “magic and trick”</p> <p>e) Siswa B mengambil salah satu kartu lalu membaca clue yang ada di kartu tersebut .</p> <p>f) Siswa C menebak berdasarkan clue jadi siswa C membutuhkan konsentrasi penuh dalam menebak berdasarkan clue yang dibacakan siswa B dalam waktu 2 menit.</p> <p>g) Siswa A dan B berbicara jika terjawab dengan benar.</p> <p>h) Kartu berpindah tangan, kemudian siswa menentukan menjadi student A, B or C.</p>	<p>F</p> <p>A</p> <p>N</p> <p>-</p> <p>N</p> <p>-</p> <p>P</p> <p>I</p> <p>C</p> <p>K</p>
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	<p>3. Konfirmasi</p> <p>a. Siswa diminta untuk mempresentasikan hasil kosa kata yang mereka dapat sesuai tema pembelajaran</p> <p>b. Siswa dibantu guru memperbaiki kesalahan kesalan dalam mengartikan kosa kata.</p>	10 menit
4	<p>Penutup</p> <p>(Post activity)</p> <p>a. Siswa diberi refleksi dengan diajukan pertanyaan dari kegiatan yang sudah dilaksanakan apakah siswa memahami tentang noun yang terdiri dari single word, compound word, and complex word.</p> <p>b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya .</p> <p>c. Membuat kesimpulan tentang materi yang telah dipelajari.</p> <p>d. Mengakhiri pelajaran dengan membaca doa dan salam.</p>	10 menit

I. PENILAIAN

a) Bentuk : Tertulis

b) Instrument :

Task 1. Answer the following questions with correct answers

1. is amphibian animal
2. One of wild animal is....
3. One of the examples of domestic animal is.....
4. The animals that spend their time on land and part in the water called amphibian.
It is
5. The animals that used for two-wheeled buggy is.....
6. It is live on tree. Its blood is cold . what it is?
7. The animal that can imitate human voice is.....
8.is the animals that live in the sea.
9. The native animal in indonesia is.....
10. The animal is a sea that looks like a large fish with a pointed mounth. It is very friendly nd intelligent toward humans. It is.....

Key Answer

1. Frog
2. Tiger
3. Butterfly
4. Crocodile
5. Horse
6. Bat
7. Parrot
8. Fish
9. Comodo
10. Dolphin

J. PEDOMAN PENILAIAN

- Tiap jawaban benar score 10
- Score maksimal 10
- Nilai maksimal 100
- Nilai siswa :

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

Bandar Lampung, 29 Oktober 2015

Guru Mapel Bahasa Inggris

Mahasiswa PPL

(Winarko, S.Pd)

(Arum Permatasari)
NPM. 1111040043

Mengetahui,
Kepala MTs Al-Hidayah Srikuncoro

(Khoirudin, S.Pd.I)

APPENDIX XXIX

RENCANA PELAKSANAAN PEMBELAJARAN (RPP) FOR CONTROL CLASS

Satuan Pendidikan	: MTs AL-HDAYAH SRIKUNCORO
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII /1
Pertemuan ke/skill	: 1/membaca
Tema	: Place and building
Alokasi Waktu	: 2 X 45

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

- Mengidentifikasi makna kata-kata yang berhubungan dengan place and building.
- Mengidentifikasi berbagai informasi yang berhubungan dengan place and building
- Siswa dapat menjelaskan dan mengungkapkan kosakata yang berhubungan dengan place and building

D. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi makna kata-kata yang berhubungan dengan place and building.
- Siswa dapat memahami dan menulis kata yang berhubungan dengan place and building.
- Siswa dapat mendeskripsikan dan mengungkapkan kata yang berhubungan dengan pekerjaan.

E. MATERI PEMBELAJARAN

In the house :

- Living room
- Dining room
- Bathroom
- Cupboard
- Guest room
- Bedroom

Out of the house:

- | | |
|----------------|--------------|
| a. Coffe shop | f. Bookstore |
| b. Drugstore | g. Bank |
| c. Hotel | h. Market |
| d. Restaurant | i. airport |
| e. Supermarket | |

F. METODE PEMBELAJARAN

Technique : Translation

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Vidio, Gambar
- Alat : spidol
- Sumber belajar : Buku teks yang relavant

H. LANGKAH - LANGKAH PEMMBELAJARAN

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre activity) a) Siswa diminta berdoa terlebih dahulu sebelum pelajaran dimulai b) Siswa di suruh menyiapkan peralatan untuk belajar, setelah semua di siapkan siswa disuruh memperhatikan penjelasan guru. c) Siswa diberi motivasi oleh guru. d) Siswa diberi penjelasan tentang apa yang akan dilakukan atau pelajari. e) Siswa diajukan pertanyaan secara komunikatif berkaitan dengan materi.	10 menit

	3. Konfirmasi a. Siswa dikoreksi hasil tulisan dan terjemahan kosa kata. b. Siswa dibantu guru memperbaiki kesalahan kesalan dalam mengartikan kosa kata.	10 menit
4	Penutup (Post activity) a. Siswa diberi refleksi dengan diajukan pertanyaan dari kegiatan yang sudah dilaksanakan apakah siswa memahami tentang noun yang terdiri dari single word, compound word, and complex word. b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya . c. Membuat kesimpulan tentang materi yang telah dipelajari. d. Mengakhiri pelajaran dengan membaca doa dan salam.	10 menit

I. PENILAIAN

- a. Bentuk : Tertulis
- b. Instrument :

Task 1. Answer the following questions with correct answers

1. If you want to brush your tooth, where will you go?
2. I will go to jakarta by pane, so, I must go to..... the first .
3. In the..... we are eating.
4. A mechanic work in.....
5. My mother buys vegetables in.....
6. I was sleepy, I must go to.....
7. Ranti needs some books for her collection, she goes to.....
8. Andi needs medicine. He goes to.....
9. We take a bath in the.....
10. She delivers her letter by.....

Key Answer

1. Bathroom
2. Airport
3. Dinning room
4. Workshop
5. Supermarket
6. Bedroom
7. Bookstore
8. Drugstore
9. Bathroom
10. Post office

J. PEDOMAN PENILAIAN

- Tiap jawaban benar score 10
- Score maksimal 10
- Nilai maksimal 100
- Nilai siswa :

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

Bandar Lampung, 21 Oktober 2015

Guru Mapel Bahasa Inggris

Mahasiswa PPL

(Winarko, S.Pd)

(Arum Permatasari)
NPM. 1111040082

Mengetahui,
Kepala MTs Al-Hidayah Srikuncoro

(Khoirudin, S.Pd.I)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
FOR CONTROL CLASS

Satuan Pendidikan	: MTs AL-HDAYAH SRIKUNCORO
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII /1
Pertemuan ke/skill	: 2/membaca
Tema	: occupation
Alokasi Waktu	: 2 X 45

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

- Mengidentifikasi makna kata-kata yang berhubungan dengan occupation
- Mengidentifikasi berbagai informasi yang berhubungan dengan occupation
- Siswa dapat menjelaskan dan mengungkapkan kosakata dengan occupation

D. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi makna kata-kata yang berhubungan dengan occupation.
- Siswa dapat memahami dan menulis kata yang berhubungan dengan occupation.
- Siswa dapat mendeskripsikan dan mengungkapkan kata yang berhubungan dengan occupation.

E. MATERI PEMBELAJARAN

Kind of occupation

- | | |
|---------------|--------------|
| a. Journalist | g. Carpenter |
| b. Comedian | h. Engineer |
| c. Teacher | i. Singer |
| d. Presenter | j. Designer |
| e. Writer | k. Lawyer |

Function of occupation

- a. Journalist : person who work of writing for newspapers, television, magazines or radio.
- b. Comedian : entertainer who makes people laugh by telling jokes, etc.
- c. Teacher : person who teaches, especially in a school.
- d. Presenter : person who introduces the different sections of a radio or television programme.
- e. Writer : person who has writing a particular thing.

F. METODE PEMBELAJARAN

- Technique : Translation

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Vidio, Gambar
- Alat : spidol
- Sumber belajar : buku teks yang relavant

H. LANGKAH - LANGKAH PEMMBELAJARAN

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre activity) a) Siswa diminta berdoa terlebih dahulu sebelum pelajaran dimulai b) Siswa di suruh menyiapkan peralatan untuk belajar, setelah semua di siapkan siswa disuruh memperhatikan penjelasan guru. c) Siswa diberi motivasi oleh guru. d) Siswa diberi penjelasan tentang apa yang akan dilakukan atau pelajari. e) Siswa diajukan pertanyaan secara komunikatif berkaitan dengan materi.	10 menit

2	<p>Inti (while activity)</p> <p>1. Eksplorasi</p> <p>a) Siswa diberi pertanyaan apakah mereka pernah mendengar atau membaca tentang noun dan mendeskripsikan tentang noun.</p> <p>b) Siswa diminta memberikan contoh mengenai noun yang pernah mereka ketahui sebelumnya.</p> <p>c) Berdasarkan hasil pemikiran siswa di kelas, siswa diberi pengertian dan contoh kosa kata tentang noun yang terdiri dari single words, compound words, complex word sesuai tema pembelajaran.</p> <p>2. Elaborasi</p> <p>a. Siswa diberi contoh dan penjelasan tentang noun yang terdiri dari single words, compound words, complex words sesuai tema pembelajaran.</p> <p>b) Siswa diperintahkan untuk menulis kosa kata dibuku yang di tuliskan dipapan tulis .</p> <p>c) Sissa diminta untuk menterjemahkan kosa kata yang sudah ditulis dengan menggunakan kamus.</p>	<p>15 menit</p> <p>45 menit</p>
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	3. Konfirmasi a. Siswa dikoreksi hasil tulisan dan terjemahan kosa kata. b. Siswa dibantu guru memperbaiki kesalahan kesalan dalam mengartikan kosa kata.	10 menit
4	Penutup (Post activity) a. Siswa diberi refleksi dengan diajukan pertanyaan dari kegiatan yang sudah dilaksanakan apakah siswa memahami tentang noun yang terdiri dari single word, compound word, and complex word. b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya . c. Membuat kesimpulan tentang materi yang telah dipelajari. d. Mengakhiri pelajaran dengan membaca doa dan salam.	10 enit

1. PENILAIAN

- a) Bentuk : tertulis
- b) Instrument :

Task 1. Answer the following questions with correct answers

1. The person who was able to convince the judge of the man innocence is.....
2. His..... has done his dress.
3. Afgan is a singer. He gets his song from Bebi Romeo. Bebi Romeo is.....
4. Mr Rudi has car bussiness. He is a.....
5. Choky sitohang becomes a.....in one television programe. He introduces the different setcions of event on television programe.
6. He prepares and cooks foods . He work in the kitchen. He is.....
7. Rony and his friends. Go to laboratory everyday, they are.....
8. Someone who drives a vehicle, he is a.....
9. Komeng is professional performer who tell jokes, he is a.....
10. Someone who reports news for newspaper is.....

Key Answer

1. Lawyer
2. Designer
3. Composer
4. Businessman
5. Presenter
6. Chef
7. Scientist
8. Driver
9. Comedian
10. Reporter

I. PEDOMAN PENILAIAN

- Tiap jawaban benar score 10
- Score maksimal 10
- Nilai maksimal 100
- Nilai siswa :

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

Bandar Lampung, 26 Oktober 2015

Guru Mapel Bahasa Inggris

Mahasiswa

(Winarko, S.Pd)

(Arum Permatasari)
NPM. 1111040043

Mengetahui,
Kepala MTs Al-Hidayah Srikuncoro

(Khoirudin, S.Pd.I)

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)
FOR CONTROL CLASS

Satuan Pendidikan	: MTs AL-HDAYAH SRIKUNCORO
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII /1
Pertemuan ke/skill	: 3/membaca
Tema	: Animal
Alokasi Waktu	: 2 X 45

A. STANDAR KOMPETENSI

Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk *descriptive* dan *procedure* yang berkaitan dengan lingkungan terdekat.

B. KOMPETENSI DASAR

11.1. Merespon makna yang terdapat dalam teks tulis fungsional pendek sangat sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan terdekat

C. INDIKATOR

- Mengidentifikasi makna kata-kata yang berhubungan dengan Animal
- Mengidentifikasi berbagai informasi yang berhubungan dengan Animal
- Siswa dapat menjelaskan dan mengungkapkan kosakata yang berhubungan dengan Animal

D. TUJUAN PEMBELAJARAN

- Siswa dapat mengidentifikasi makna kata-kata yang berhubungan dengan Animal.
- Siswa dapat memahami dan menulis kata yang berhubungan dengan Animal
- Siswa dapat mendeskripsikan dan mengungkapkan kata yang berhubungan Animal.

E. MATERI PEMBELAJARAN

Kind of Animal

a. Wild animal

Example : tiger, eagle, crocodile, lion, snake, zebra, leopard, horse, etc.

b. Domestic animal

Example : duck, cat, butterfly, fish, cow, goat, etc.

Animals live in the water : fish, shark, goldfish, dolphin. etc

Amphibian : frog, crocodile, etc

Mammal : cow, goat, cat, etc.

F. METODE PEMBELAJARAN

- Technique : Translation

G. MEDIA, ALAT DAN SUMBER PEMBELAJARAN

- Media : Video, Gambar
- Alat : spidol
- Sumber belajar : buku teks yang relevan

H. LANGKAH - LANGKAH PEMBELAJARAN

No	Kegiatan	Alokasi Waktu
1	Pendahuluan (pre activity) a) Siswa diminta berdoa terlebih dahulu sebelum pelajaran dimulai b) Siswa di suruh menyiapkan peralatan untuk belajar, setelah semua di siapkan siswa disuruh memperhatikan penjelasan guru. c) Siswa diberi motivasi oleh guru. d) Siswa diberi penjelasan tentang apa yang akan dilakukan atau pelajari. e) Siswa diajukan pertanyaan secara komunikatif berkaitan dengan materi.	10 menit

	3. Konfirmasi a. Siswa dikoreksi hasil tulisan dan terjemahan kosa kata. b. Siswa dibantu guru memperbaiki kesalahan kesalan dalam mengartikan kosa kata.	10 menit
4	Penutup (Post activity) a. Siswa diberi refleksi dengan diajukan pertanyaan dari kegiatan yang sudah dilaksanakan apakah siswa memahami tentang noun yang terdiri dari single word, compound word, and complex word. b. Menyampaikan rencana pembelajaran pada pertemuan berikutnya . c. Membuat kesimpulan tentang materi yang telah dipelajari. d. Mengakhiri pelajaran dengan membaca doa dan salam.	10 menit

I. PENILAIAN

a) Bentuk : tertulis

b) Instrument :

Task 1. Answer the following questions with correct answers

1. is amphibian animal
2. One of wild animal is.....
3. One of the examples of domestic animal is.....
4. The animals that spend their time on land and part in the water called amphibian.
It is
5. The animals that used for two-wheeled buggy is.....
6. It is live on tree. Its blood is cold . what it is?
7. The animal that can imitate human voice is.....
8.is the animals that live in the sea.
9. The native animal in indonesia is.....
10. The animal is a sea that looks like a large fish with a pointed mounth. It is very friendly nd intelligent toward humans. It is.....

Key Answer

1. Frog
2. Tiger
3. Butterfly
4. Crocodile
5. Horse
6. Bat
7. Parrot
8. Fish
9. Comodo
10. Dolphin

J. PEDOMAN PENILAIAN

- Tiap jawaban benar score 10
- Score maksimal 10
- Nilai maksimal 100
- Nilai siswa :

$$\frac{\text{skor perolehan}}{\text{skor maksimal}} \times 10$$

Bandar Lampung, 28 Oktober 2015

Guru Mapel Bahasa Inggris

Mahasiswa PPL

(Winarko, S.Pd)

(Arum Permatasari)
NPM. 1111040043

Mengetahui,
Kepala MTs Al-Hidayah Srikuncoro

(Khoirudin, S.Pd.I)

APPENDIX XXX

THE PRE TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS BEFORE VALIDITY

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Waktu : 40 menit

Choose either a, b, c, or d for the correct answer

1. It is usually called the king of jungle, and it is kind of wild of animal. It is a.....
 - a. Bird
 - b. Duck
 - c. Monkey
 - d. Tiger
2. In lampung it is familiar of animal, we can see it usually in way kambas, it has big body, has trunk, and tusk. It is a.....
 - a. Elephant
 - b. Lion
 - c. Tiger
 - d. Cat
3. These are wild animal, except.....
 - a. Tiger
 - b. Lion
 - c. Duck
 - d. Crocodile
4. This animal can fly. It is a.....
 - a. Bear
 - b. Bird
 - c. Snake
 - d. Cat
5. This is kinds of tame animal, except.....
 - a. Duck
 - b. Butterfly
 - c. Lion
 - d. Fish

6. It is large fish, and it is very dangerous because it kind of wild animal. It is a.....
- | | |
|---------------|-----------|
| a. Goldenfish | c. Dog |
| b. Shark | d. Rabbit |
7. This animal like a horse, but the different both are color, if the horse many kinds of color. But this animal only has two colors black and white. It is a.....
- | | |
|-------------|----------|
| a. Elephant | c. Zebra |
| b. Monkey | d. Cat |
8. This animal kinds of bird, and also it is became one of symbol Indonesia country. It is a.....
- | | |
|-----------|--------------|
| a. Eangle | c. Horse |
| b. Parrot | d. Butterfly |
9. In indonesia, usually it called "Tugu Monas". So, if we will visit it, we must go to.....
- | | |
|---------------|-------------|
| a. Bandung | c. Jakarta |
| b. Jogjakarta | d. Sulawesi |
10. The plane that people want to go by Train is.....
- | | |
|------------|-----------------|
| a. Airport | c. Bus Terminal |
| b. Station | d. Harbor |
11. Where is "Gunung Tangkuban Perahu" can we visit?
- | | |
|------------|------------|
| a. Bali | c. Bandung |
| b. Lampung | d. Jakarta |
12. The capital city of Indonesia is.....
- | | |
|--------------|------------|
| a. Sulawesi | c. Jakarta |
| b. Palembang | d. Bandung |
13. My mother always cooks rice in the.....
- | | |
|------------|------------|
| a. Kitchen | c. Room |
| b. Office | d. Canteen |
14. We know about "lake tuba" where is the place?
- | | |
|-------------|------------|
| a. Batam | c. Medan |
| b. Sulawesi | d. Jakarta |

15. My uncle is a..... . He can fly by using plane.
a. Pilot c. Soldier
b. Police d. Nurse
16. Ani working in the hospital. She as a.....
a. Pilot c. Nurse
b. soldier d. Police
17. Mr. Anton as a..... in our school. He always protect our motorcycle in parkir area.
a. Pilot c. Nurse
b. Security d. Docter
18. This is bird and it lives on the sea. It is a.....
a. Lovebird c. owl
b. Seafawl d. woodpecker
19. This is kind of fish. It can be eaten with rice. It has salty taste. It is a.....
a. Salted fish c. whale
b. porpoise d. goldfish
20. I am sleeping in my..... now.
a. Classroom c. bedroom
b. Bathroom d. Dinning room
21. In the school, if we want to borrow some books, we can borrow it in the.....
a. Canteen c. Supermarket
b. Library d. Kitchen
22. Every Friday the man of moeslem always do pray of Friday. So, they must go to..... for do it.
a. Bookstore c. Drugstore
b. Supermarket d. Mosque
23. I am taking a bath in..... now.
a. Dinning room c. Bedroom

- b. Bathroom
- d. Classroom
24. I need book, I must go to..... for buying it.
- a. Bookstore
- c. Coffee soap
- b. Drugstore
- d. Airport
25. I need coffee. So, I must go to..... for buying it.
- a. Drugstore
- c. Coffee shop
- b. Bookstore
- d. Barber shop
26. Rini wants to cuts her hair. She must goes to.....
- a. Barber shop
- c. Coffee shoap
- b. Library
- d. Workshop
27. There are pillow, matterss, and bed cover, they are in the.....
- a. Dinning room
- c. bedroom
- b. Living room
- d. Bathroom
28. If we want visit some century by plane, actually we will go to..... for the first.
- a. Classroom
- c. Airport
- b. Supermarket
- d. Living room
29. I want to go jogja by plane, the first, I must go to.....
- a. Supermarket
- c. Airport
- b. Post office
- d. Workshop
30. Mr. Andre has a gold bussiness. He is a.....
- a. Bussinessman
- c. Journalist
- b. Comedian
- d. Bussinesswoman
31. Cristiano Ronaldo is one of member Real Madrid F.C. He is a.....
- a. Soccer player
- c. Basketball player
- b. Vollyball player
- d. Rider
32. My father is working in the garden. He is a.....
- a. Soccer player
- c. farmer
- b. Vollyball player
- d. Lecturee
33. My uncle working in the sea. Everyday, he work to look for some fish in the sea. He is a.....
- a. Fisherman
- c. Fishmonger

- b. Fireman
d. Hairdresser
34. This is about animal. They can fly. They look so beautiful when they fly on the sky. They are.....
a. Birds
b. Bears
c. Snakes
d. Dogs
35. This is about animal. They have big body, trunks, and tusk. They are.....
a. Elephants
b. Bears
c. Birds
d. Eagle
36. Indonesia Raya is.....anthem from Indonesia.
a. Nation
b. National
c. Nations
d. Capital city
37. It is large glass tank for keeping live fish. It is....
a. Aquarium
b. Tank
c. Topless
d. Bucket
38. Anton is a..... in one of University.
a. Gardener
b. Driver
c. Teacher
d. Rider
39. Valentino Rossi is..... . He often wins in Moto GP competition.
a. Designer
b. Driver
c. Teacher
d. Rider
40. He is working in the hospital now. He is a.....
a. Lawyer
b. Doctor
c. Teacher
d. Painter

THE TEST ITEMS FOR TRYOUT PRE TEST

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Waktu : 40 menit

Choose either a, b, c, or d for the correct answer

1. A is kind of wild animal.
a. Bird
b. Duck
c. Monkey
d. Lion
2. This animal familiar as the king of jungle. It is a.....
a. mouse
b. lion
c. duck
d. Cat
3. These are tame animal, except
a. Tiger
b. Lion
c. Duck
d. Crocodile
4. This animal can swim. It is a.....
a. Bear
b. fish
c. Snake
d. Cat
5. This is kinds of wild imal, except.....
a. Duck
b. Butterfly
c. Lion
d. Fish
6. It is very dengerous because it kind of wild animal. It is a.....
a. Mouse
b. tiger
c. bird
d. Rabbit
7. This animal only has two colors black and white. It is a.....
a. Elephant
b. Monkey
c. Zebra
d. Cat
8. It is became one of symbol Indonesia country. It is a.....
a. Eangle
b. Parrot
c. Horse
d. Butterfly

9. In indonesia, usually it called "Siger". So, if we will visit it, we must go to.....
- a. Bandung
 - b. Jogjakarta
 - c. Lampung
 - d. Sulawesi
10. If we want to go to palembang by train is.....
- a. Airport
 - b. Station
 - c. Bus Terminal
 - d. Harbor
11. Where is "Monas" can we visit?
- a. Bali
 - b. Lampung
 - c. Bandung
 - d. Jakarta
12. "Gunung Rajabasa" where is the place?
- a. Lampung
 - b. Palembang
 - c. Bandung
 - d. Yogyakarta
13. He makes cake. In the
- a. Kitchen
 - b. Office
 - c. Garden
 - d. Room
14. We know about "Jembatan Ampera" where is the place?
- a. Batam
 - b. Sulawesi
 - c. Palembang
 - d. Jakarta
15. Mr. Anton as a..... in our school. He always protect our motorcycle in parkir area.
- a. Pilot
 - b. Security
 - c. Nurse
 - d. Docter
16. Ani working in the hospital. She as a.....
- a. Pilot
 - b. soldier
 - c. Nurse
 - d. Police
17. My uncle is a..... . He can fly by using plane.
- a. Pilot
 - b. Police
 - c. Soldier
 - d. Nurse
18. This is kind of fish, and It has mustache, It is a.....
- a. Shark
 - b. Goldfish
 - c. Dolphin
 - d. Catfish
19. This is kind of mouse. It lives in the field. It is a.....
- a. Cat
 - b. Rabbit
 - c. Snake
 - d. Field mouse

20. I was sleepy, I must go to.....
- | | |
|--------------|-----------------|
| a. Classroom | c. bedroom |
| b. Bathroom | d. Dinning room |
21. Ranti wants to buy vegetables. She must goes tos
- | | |
|------------|----------------|
| a. Kitchen | c. Supermarket |
| b. Library | d. Canteen |
22. If we want to borrow some books, we can borrow it in the.....
- | | |
|----------------|--------------|
| a. Bookstore | c. Drugstore |
| b. Supermarket | d. Library |
23. We take a bath in the.....
- | | |
|-----------------|--------------|
| a. Dinning room | c. Bedroom |
| b. Bathroom | d. Classroom |
24. If you want to brush your tooth, where will you go?
- | | |
|---------------|--------------|
| a. Bathroom | c. Classroom |
| b. Diningroom | d. Bedroom |
25. I need books. So, I must go to..... for buying it.
- | | |
|--------------|----------------|
| a. Drugstore | c. Coffee shop |
| b. Bookstore | d. Barber shop |
26. A mechanic work in
- | | |
|----------------|-----------------|
| a. Barber shop | c. Coffee shoap |
| b. Library | d. Workshop |
27. There are brush, soap, and toothpaste, they are in the.....
- | | |
|-----------------|-------------|
| a. Dinning room | c. bedroom |
| b. Living room | d. Bathroom |
28. I will go to Jakarta by plane, so, I must go to..... for the first
- | | |
|----------------|----------------|
| a. Classroom | c. Airport |
| b. Supermarket | d. Living room |
29. If we want to go to yogyakarta by plane, actually we will go to..... for the first.
- | | |
|----------------|-------------|
| a. Supermarket | c. Airport |
| b. Post office | d. Workshop |
30. Mrs. Arum has a gold bussiness. She is a.....
- | | |
|-----------------|-------------------|
| a. Bussinessman | c. Journalist |
| b. Comedian | d. Bussinesswoman |

31. Messi is one of member Barcelona F.C. He is a.....
 - a. Soccer player
 - b. Volleyball player
 - c. Basketball player
 - d. Rider
32. My uncle is working in the field. He is a.....
 - a. Soccer player
 - b. Volleyball player
 - c. farmer
 - d. Lecturer
33. Everyday, he work to look for some fish in the sea. He is a.....
 - a. Fisherman
 - b. Fireman
 - c. Fishmonger
 - d. Hairdresser
34. They look so beautiful when they fly on the sky. They are.....
 - a. Birds
 - b. Bears
 - c. Snakes
 - d. Dogs
35. They have big body, trunks, and tusk. They are.....
 - a. Elephants
 - b. Bears
 - c. Birds
 - d. Eagle
36. Indonesia Raya is.....anthem from Indonesia,
 - a. Nation
 - b. National
 - c. Nations
 - d. Capital city
37. Andi live in java. So he is a.....
 - a. Baliness
 - b. Bali
 - c. Sundanese
 - d. Javanese
38. Budi is a..... in the school.
 - a. Gardener
 - b. Driver
 - c. Teacher
 - d. Rider
39. Someone who drives a vehicle, he is a.....
 - a. Designer
 - b. Driver
 - c. Teacher
 - d. Rider
40. The person who was able to convince the judge of the man innocence is.....
 - a. Lawyer
 - b. Doctor
 - c. Teacher
 - d. Painter

APPENDIX XXXII

THE PRE TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS AFTER VALIDITY

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Waktu : 40 menit

Choose either a, b, c, or d for the correct answer

1. It is usually called the king of jungle, and it is kind of wild of animal. It is
a.....

a. Bird	c. Monkey
b. Duck	d.Tiger
2. This is kinds of tame animal, except.....

a. Duck	c. Lion
b. Butterfly	d. Fish
3. This animal like a horse, but the different both are color, if the horse many kinds of color. But this animal only has two colors black and white. It is
a.....

a. Elephant	c. Zebra
b. Monkey	d. Cat
4. In indonesia, usually it called “Tugu Monas”. So, if we will visit it, we must go to.....

a. Bandung	c. Jakarta
b. Jogjakarta	d. Sulawesi
5. Where is “Gunung Tangkuban Perahu” can we visit?

a. Bali	c. Bandung
b. Lampung	d. Jakarta
6. We know about “lake tuba” where is the place?

a. Batam	c. Medan
b. Sulawesi	d. Jakarta
7. My uncle is a..... . He can fly by using plane.

a. Pilot	c. Soldier
----------	------------

- b. Police d. Nurse
8. Mr. Anton as a..... in our school. He always protect our motocycle in parkir area.
a. Pilot c. Nurse
b. Security d. Docter
9. This is bird and it lives on the sea. It is a.....
a. Lovebird c. owl
b. Seafawl d. woodpecker
10. I need coffee. So, I must go to..... for buying it.
a. Drugstore c. Coffee shop
b. Bookstore d. Barber shop
11. Rini wants to cuts her hair. She must goes to.....
a. Barber shop c. Coffee shoap
b. Library d. Workshop
12. If we want visit some century by plane, actually we will go to..... for the first.
a. Classroom c. Airport
b. Supermarket d. Living room
13. Mr. Andre has a gold bussiness. He is a.....
a. Bussinessman c. Journalist
b. Comedian d. Bussinesswoman
14. My father is working in the garden. He is a.....
a. Soccer player c. farmer
b. Vollyball player d. Lecturee
15. My uncle working in the sea. Everyday, he work to look for some fish in the sea. He is a.....
a. Fisherman c. Fishmonger
b. Fireman d. Hairdresser
16. This is about aniamal. They can fly. They look so beautiful when they fly on the sky. They are.....
a. Birds c. Snakes
b. Bears d. Dogs
17. This is about animal. They have big body, trunks, and tusk. They are.....
a. Elephants c. Birds

b. Bears

d. Eagle

18. It is large glass tank for keeping live fish. It is....

a. Aquarium

c. Topless

b. Tank

d. Bucket

19. Anton is a..... in one of University.

a. Gardener

c. Teacher

b. Driver

d. Rider

20. He is working in the hospital now. He is a.....

a. Lawyer

c. Teacher

b. Doctor

d. Painter

APPENDIX XXXIII

THE POST TEST INSTRUMENT FOR EXPERIMENTAL AND CONTROL CLASS AFTER VALIDITY

Mata Pelajaran : Bahasa Inggris

Kelas : VIII (Delapan)

Waktu : 40 menit

Choose either a, b, c, or d for the correct answer

1. A is kind of wild animal.

a. Bird	c. Monkey
b. Duck	d. Tiger

2. This is kinds of tame animal, except.....

a. Duck	c. Lion
b. Butterfly	d. Fish

3. It is very dangerous because it kind of wild animal. It is a.....

a. Mouse	c. bird
b. tiger	d. Rabbit

4. Every Friday the man of moeslem always do pray of Friday. So, they must go to

a. Kitchen	c. Library
b. Office	d. Mosque

5. In the school, if we want to eat and drink, we can go to.....

a. library	c. Kitchen
b. canteen	d. mosque

6. Where is “Monas” can we visit?

a. Bali	c. Bandung
---------	------------

Appendix 30

**The List of the Students in Control Class
VIII A**

No	Students' Name	Gender	Code
1	Al Amin	L	C 1
2	Al Arif	L	C2
3	Aldi Irwansyah	L	C 3
4	Alfa Dwi Maghfiroh	P	C 4
5	Ani fatur Rosida	p	C 5
6	Cahya Feranika	P	C 6
7	Cahyana fitriyana	P	C 7
8	Danu Azhari	L	C 8
9	Dewi Yuliyanti	P	C 9
10	Dwi Riyanti	P	C 10
11	Fathona Jully Afica	P	C 11
12	Hardiyanti Siti Musliha	P	C 12
13	Husma Dewi	P	C 13
14	I'ik Hilaliyah	P	C 14
15	Ika Chandra Ningtyas	P	C 15
16	Ipa Juwita	P	C 16
17	Ista Alifa Harnum	P	C 17
18	Jefri Setiawan	L	C 18
19	Jemi Aditya Saputra	L	C 19
20	Kiki Alpina Damayanti	P	C 20
21	Lia Pratiwi	P	C 21
22	Lilis Wildayani	P	C 22
23	Malfhyna Charolinre	P	C 23
24	Mar'atus Soleha	P	C 24
25	Mashuri Amin	L	C 25
26	Mela Puji Lestari	P	C 26
27	Melani Nur Fianti	P	C 27
28	Meliyanti	P	C 28
29	Miftahul Rizki	L	C 29
30	Muhammad Guntur	L	C 30

L = 9

P = 21

Appendix 31

**The List of the Students in Experimental Class
VIII B**

No	Nama	Jenis Kelamin	Code
1	Ajeng Nur Rahmawati	P	E 1
2	Ambar Wati	P	E 2
3	Andre Erlangga	L	E 3
4	Andriyansyah	L	E 4
5	Anhar	L	E 5
6	Atina	P	E 6
7	Ayu Astuti	P	E 7
8	Diah Tri Lestari	P	E 8
9	Euis Fadilla	P	E 9
10	Eva Juniati	P	E 10
11	Fanti Utami	P	E 11
12	Herlina Julianti	P	E 12
13	Ikalda Dafetra	P	E 13
14	Kurniati	P	E 14
15	M. Sidqi Wafa	L	E 15
16	M. Zarkasih	L	E 16
17	Maesah	P	E 17
18	Mmayang Dwi Safitri	P	E 18
19	Muhajirin	L	E 19
20	Nadia Ratna Sari	P	E 20
21	Nanang Adi Utomo	L	E 21
22	Nandang Kurniawan	L	E 22
23	Pipit Wildayanti	P	E 23
24	Robi Saputra	L	E 24
25	Sela Rahayu	P	E 25
26	Setiawati	P	E 26
27	Sherly Ferontika	P	E 27
28	Siti Hofifah	P	E 28
29	Siti Maisaroh	P	E 29
30	Siti Nurbaiti	P	E 30

L = 9

P = 21

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Appendix 18

TABLE OF (r) PRODUCT MOMENT

N	Taraf Significant		N	Taraf Significant		N	Taraf Significant	
	5%	10%		5%	10%		5%	10%
3	0,997	0,999	27	0,381	0,487	55	0,266	0,345
4	0,950	0,990	28	0,374	0,478	60	0,254	0,330
5	0,878	0,959	29	0,367	0,470	65	0,244	0,317
6	0,811	0,917	30	0,361	0,463	70	0,235	0,306
7	0,754	0,874	31	0,355	0,456	75	0,227	0,296
8	0,707	0,834	32	0,349	0,449	80	0,220	0,286
9	0,666	0,798	33	0,344	0,442	85	0,213	0,278
10	0,632	0,765	34	0,339	0,436	90	0,207	0,270
11	0,602	0,735	35	0,334	0,430	95	0,202	0,263
12	0,576	0,708	36	0,329	0,424	100	0,195	0,256
13	0,553	0,684	37	0,325	0,418	125	0,176	0,230
14	0,532	0,661	38	0,320	0,413	150	0,159	0,210
15	0,514	0,641	39	0,316	0,408	175	0,148	0,194
16	0,497	0,623	40	0,312	0,403	200	0,138	0,181
17	0,482	0,606	41	0,308	0,398	300	0,113	0,148
18	0,468	0,590	42	0,304	0,393	400	0,098	0,128
19	0,456	0,575	43	0,301	0,389	500	0,088	0,115
20	0,444	0,561	44	0,297	0,384	600	0,080	0,105
21	0,433	0,549	45	0,294	0,380	700	0,074	0,097
22	0,423	0,537	46	0,291	0,376	800	0,070	0,091
23	0,413	0,526	47	0,288	0,372	900	0,065	0,086
24	0,404	0,515	48	0,284	0,368	1000	0,062	0,081
25	0,396	0,505	49	0,281	0,364			
26	0,388	0,496	50	0,279	0,361			

Appendix 20

F- Table

= 0.05

df2 \ df1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	22	24	26	28	30	35	40	45	50	60	70	80	100	200	500	1000	>1000	df1 / df2	
3	10.13	9.55	9.28	9.12	9.01	8.94	8.89	8.85	8.81	8.79	8.76	8.74	8.73	8.71	8.70	8.69	8.68	8.67	8.67	8.66	8.65	8.64	8.63	8.62	8.62	8.60	8.59	8.59	8.58	8.57	8.57	8.56	8.55	8.54	8.53	8.53	8.54	3	
4	7.71	6.94	6.59	6.39	6.26	6.16	6.09	6.04	6.00	5.96	5.94	5.91	5.89	5.87	5.86	5.84	5.83	5.82	5.81	5.80	5.79	5.77	5.76	5.75	5.75	5.73	5.72	5.71	5.70	5.69	5.68	5.67	5.66	5.65	5.64	5.63	5.63	5.63	4
5	6.61	5.79	5.41	5.19	5.05	4.95	4.88	4.82	4.77	4.74	4.70	4.68	4.66	4.64	4.62	4.60	4.59	4.58	4.57	4.56	4.54	4.53	4.52	4.50	4.50	4.48	4.46	4.45	4.44	4.43	4.42	4.42	4.41	4.39	4.37	4.37	4.36	5	
6	5.99	5.14	4.76	4.53	4.39	4.28	4.21	4.15	4.10	4.06	4.03	4.00	3.98	3.96	3.94	3.92	3.91	3.90	3.88	3.87	3.86	3.84	3.83	3.82	3.81	3.79	3.77	3.76	3.75	3.74	3.73	3.72	3.71	3.69	3.68	3.67	3.67	6	
7	5.59	4.74	4.35	4.12	3.97	3.87	3.79	3.73	3.68	3.64	3.60	3.57	3.55	3.53	3.51	3.49	3.48	3.47	3.46	3.44	3.43	3.41	3.40	3.39	3.38	3.36	3.34	3.33	3.32	3.30	3.29	3.29	3.27	3.25	3.24	3.23	3.23	7	
8	5.32	4.46	4.07	3.84	3.69	3.58	3.50	3.44	3.39	3.35	3.31	3.28	3.26	3.24	3.22	3.20	3.19	3.17	3.16	3.15	3.13	3.12	3.10	3.09	3.08	3.06	3.04	3.03	3.02	3.01	2.99	2.99	2.97	2.95	2.94	2.93	2.93	8	
9	5.12	4.26	3.86	3.63	3.48	3.37	3.29	3.23	3.18	3.14	3.10	3.07	3.05	3.03	3.01	2.99	2.97	2.96	2.95	2.94	2.92	2.90	2.89	2.87	2.86	2.84	2.83	2.81	2.80	2.79	2.78	2.77	2.76	2.73	2.72	2.71	2.71	9	
10	4.96	4.10	3.71	3.48	3.33	3.22	3.14	3.07	3.02	2.98	2.94	2.91	2.89	2.86	2.85	2.83	2.81	2.80	2.79	2.77	2.75	2.74	2.72	2.71	2.70	2.68	2.66	2.65	2.64	2.62	2.61	2.60	2.59	2.56	2.55	2.54	2.54	10	
11	4.84	3.98	3.59	3.36	3.20	3.09	3.01	2.95	2.90	2.85	2.82	2.79	2.76	2.74	2.72	2.70	2.69	2.67	2.66	2.65	2.63	2.61	2.59	2.58	2.57	2.55	2.53	2.52	2.51	2.49	2.48	2.47	2.46	2.43	2.42	2.41	2.41	11	
12	4.75	3.89	3.49	3.26	3.11	3.00	2.91	2.85	2.80	2.75	2.72	2.69	2.66	2.64	2.62	2.60	2.58	2.57	2.56	2.54	2.52	2.51	2.49	2.48	2.47	2.44	2.43	2.41	2.40	2.38	2.37	2.36	2.35	2.32	2.31	2.30	2.30	12	
13	4.67	3.81	3.41	3.18	3.03	2.92	2.83	2.77	2.71	2.67	2.63	2.60	2.58	2.55	2.53	2.51	2.50	2.48	2.47	2.46	2.44	2.42	2.41	2.39	2.38	2.36	2.34	2.33	2.31	2.30	2.28	2.27	2.26	2.23	2.22	2.21	2.21	13	
14	4.60	3.74	3.34	3.11	2.96	2.85	2.76	2.70	2.65	2.60	2.57	2.53	2.51	2.48	2.46	2.44	2.43	2.41	2.40	2.39	2.37	2.35	2.33	2.32	2.31	2.28	2.27	2.25	2.24	2.22	2.21	2.20	2.19	2.16	2.14	2.14	2.13	14	
15	4.54	3.68	3.29	3.06	2.90	2.79	2.71	2.64	2.59	2.54	2.51	2.48	2.45	2.42	2.40	2.38	2.37	2.35	2.34	2.33	2.31	2.29	2.27	2.26	2.25	2.22	2.20	2.19	2.18	2.16	2.15	2.14	2.12	2.10	2.08	2.07	2.07	15	
16	4.49	3.63	3.24	3.01	2.85	2.74	2.66	2.59	2.54	2.49	2.46	2.42	2.40	2.37	2.35	2.33	2.32	2.30	2.29	2.28	2.25	2.24	2.22	2.21	2.19	2.17	2.15	2.14	2.12	2.11	2.09	2.08	2.07	2.04	2.02	2.02	2.01	16	
17	4.45	3.59	3.20	2.96	2.81	2.70	2.61	2.55	2.49	2.45	2.41	2.38	2.35	2.33	2.31	2.29	2.27	2.26	2.24	2.23	2.21	2.19	2.17	2.16	2.15	2.12	2.10	2.09	2.08	2.06	2.05	2.03	2.02	1.99	1.97	1.97	1.96	17	
18	4.41	3.55	3.16	2.93	2.77	2.66	2.58	2.51	2.46	2.41	2.37	2.34	2.31	2.29	2.27	2.25	2.23	2.22	2.20	2.19	2.17	2.15	2.13	2.12	2.11	2.08	2.06	2.05	2.04	2.02	2.00	1.99	1.98	1.95	1.93	1.92	1.92	18	
19	4.38	3.52	3.13	2.90	2.74	2.63	2.54	2.48	2.42	2.38	2.34	2.31	2.28	2.26	2.23	2.21	2.20	2.18	2.17	2.16	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.97	1.96	1.94	1.91	1.89	1.88	1.88	19	
20	4.35	3.49	3.10	2.87	2.71	2.60	2.51	2.45	2.39	2.35	2.31	2.28	2.25	2.23	2.20	2.18	2.17	2.15	2.14	2.12	2.10	2.08	2.07	2.05	2.04	2.01	1.99	1.98	1.97	1.95	1.93	1.92	1.91	1.88	1.86	1.85	1.84	20	
22	4.30	3.44	3.05	2.82	2.66	2.55	2.46	2.40	2.34	2.30	2.26	2.23	2.20	2.17	2.15	2.13	2.11	2.10	2.08	2.07	2.05	2.03	2.01	2.00	1.98	1.96	1.94	1.92	1.91	1.89	1.88	1.86	1.85	1.82	1.80	1.79	1.78	22	
24	4.26	3.40	3.01	2.78	2.62	2.51	2.42	2.36	2.30	2.25	2.22	2.18	2.15	2.13	2.11	2.09	2.07	2.05	2.04	2.03	2.00	1.98	1.97	1.95	1.94	1.91	1.89	1.88	1.86	1.84	1.83	1.82	1.80	1.77	1.75	1.74	1.73	24	
26	4.23	3.37	2.98	2.74	2.59	2.47	2.39	2.32	2.27	2.22	2.18	2.15	2.12	2.09	2.07	2.05	2.03	2.02	2.00	1.99	1.97	1.95	1.93	1.91	1.90	1.87	1.85	1.84	1.82	1.80	1.79	1.78	1.76	1.73	1.71	1.70	1.69	26	
28	4.20	3.34	2.95	2.71	2.56	2.45	2.36	2.29	2.24	2.19	2.15	2.12	2.09	2.06	2.04	2.02	2.00	1.99	1.97	1.96	1.93	1.91	1.90	1.88	1.87	1.84	1.82	1.80	1.79	1.77	1.75	1.74	1.73	1.69	1.67	1.66	1.66	28	
30	4.17	3.32	2.92	2.69	2.53	2.42	2.33	2.27	2.21	2.16	2.13	2.09	2.06	2.04	2.01	1.99	1.98	1.96	1.95	1.93	1.91	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.71	1.70	1.66	1.64	1.63	1.62	30	
35	4.12	3.27	2.87	2.64	2.49	2.37	2.29	2.22	2.16	2.11	2.08	2.04	2.01	1.99	1.96	1.94	1.92	1.91	1.89	1.88	1.85	1.83	1.82	1.80	1.79	1.76	1.74	1.72	1.70	1.68	1.66	1.65	1.63	1.60	1.57	1.57	1.56	35	
40	4.08	3.23	2.84	2.61	2.45	2.34	2.25	2.18	2.12	2.08	2.04	2.00	1.97	1.95	1.92	1.90	1.89	1.87	1.85	1.84	1.81	1.79	1.77	1.76	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.61	1.59	1.55	1.53	1.52	1.51	40	
45	4.06	3.20	2.81	2.58	2.42	2.31	2.22	2.15	2.10	2.05	2.01	1.97	1.94	1.92	1.89	1.87	1.86	1.84	1.82	1.81	1.78	1.76	1.74	1.73	1.71	1.68	1.66	1.64	1.63	1.60	1.59	1.57	1.55	1.51	1.49	1.48	1.47	45	
50	4.03	3.18	2.79	2.56	2.40	2.29	2.20	2.13	2.07	2.03	1.99	1.95	1.92	1.89	1.87	1.85	1.83	1.81	1.80	1.78	1.76	1.74	1.72	1.70	1.69	1.66	1.63	1.61	1.60	1.58	1.56	1.54	1.52	1.48	1.46	1.45	1.44	50	
60	4.00	3.15	2.76	2.53	2.37	2.25	2.17	2.10	2.04	1.99	1.95	1.92	1.89	1.86	1.84	1.82	1.80	1.78	1.76	1.75	1.72	1.70	1.68	1.66	1.65	1.62	1.59	1.57	1.56	1.53	1.52	1.50	1.48	1.44	1.41	1.40	1.39	60	
70	3.98	3.13	2.74	2.50	2.35	2.23	2.14	2.07	2.02	1.97	1.93	1.89	1.86	1.84	1.81	1.79	1.77	1.75	1.74	1.72	1.70	1.67	1.65	1.64	1.62	1.59	1.57	1.55	1.53	1.50	1.49	1.47	1.45	1.40	1.37	1.36	1.35	70	
80	3.96	3.11	2.72	2.49	2.33	2.21	2.13	2.06	2.00	1.95	1.91	1.88	1.84	1.82	1.79	1.77	1.75	1.73	1.72	1.70	1.68	1.65	1.63	1.62	1.60	1.57	1.54	1.52	1.51	1.48	1.46	1.45	1.43	1.38	1.35	1.34	1.33	80	
100	3.94	3.09	2.70	2.46	2.31	2.19	2.10	2.03	1.97	1.93	1.89	1.85	1.82	1.79	1.77	1.75	1.73	1.71	1.69	1.68	1.65	1.63	1.61	1.59	1.57	1.54	1.52	1.49	1.48	1.45	1.43	1.41	1.39	1.34	1.31	1.30	1.28	100	
200	3.89	3.04	2.65	2.42	2.26	2.14	2.06	1.98	1.93	1.88	1.84	1.80	1.77	1.74	1.72	1.69	1.67	1.66	1.64	1.62	1.60	1.57	1.55	1.53	1.52	1.48	1.46	1.43	1.41	1.39	1.36	1.35	1.32	1.26	1.22	1.21	1.19	200	
500	3.86	3.01	2.62	2.39	2.23	2.12	2.03	1.96	1.90	1.85	1.81	1.77	1.74	1.71	1.69	1.66	1.64	1.62	1.61	1.59	1.56	1.54	1.52	1.50	1.48	1.45	1.42	1.40	1.38	1.35	1.32	1.30	1.28	1.21	1.16	1.14	1.12	500	
1000	3.85	3.00	2.61	2.38	2.22	2.11	2.02	1.95	1.89	1.84	1.80	1.76	1.73	1.70	1.68	1.65	1.63	1.61	1.60	1.58	1.55	1.53	1.51	1.49	1.47	1.43	1.41	1.38	1.36	1.33	1.31	1.29	1.26	1.					

Appendix 26

Table of Critical Values for the Lillifors Test for Normality

Ukuran	Taraf Nyata ()				
Sampel	0.01	0.05	0.10	0.15	0.20
N = 4	0.417	0.381	0.352	0.319	0.300
5	0.405	0.337	0.315	0.299	0.285
6	0.364	0.319	0.294	0.277	0.265
7	0.348	0.300	0.276	0.258	0.247
8	0.331	0.285	0.261	0.244	0.233
9	0.311	0.271	0.249	0.233	0.223
10	0.294	0.258	0.239	0.224	0.215
11	0.284	0.249	0.230	0.217	0.206
12	0.275	0.242	0.223	0.212	0.199
13	0.268	0.234	0.214	0.202	0.190
14	0.261	0.227	0.207	0.194	0.183
15	0.257	0.220	0.201	0.187	0.177
16	0.250	0.213	0.195	0.182	0.173
17	0.245	0.206	0.189	0.177	0.169
18	0.239	0.200	0.184	0.173	0.166
19	0.235	0.195	0.179	0.169	0.163
20	0.231	0.190	0.174	0.166	0.160
25	0.200	0.173	0.158	0.147	0.142
30	0.187	0.161	0.144	0.136	0.131
N > 30	$\frac{1.087}{\sqrt{n}}$	$\frac{0.861}{\sqrt{n}}$	$\frac{0.844}{\sqrt{n}}$	$\frac{0.736}{\sqrt{n}}$	$\frac{0.731}{\sqrt{n}}$